

Role of Value Alignment and Work-Family Enrichment on Employee Retention among Private Secondary School Teachers in Jos North Local Government Area of Plateau State

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Abstract

Retention is one of the biggest challenges for today's organizations especially in private secondary schools where there is a high exodus of teachers. The rate of turnover among private secondary school teachers is on the increase; this situation is not only catastrophic to the school but to the entire education system as the quality of education is determined by the quality of the teachers. The fact that teachers are liable for educating, forming and shaping the students who are regarded as the country's future leaders, it is fundamental that their employers create programmes that would make these teachers feel connected to their work environment so that they would want to be retained. This study aimed to examine the role of spirituality and work-family enrichment on employee retention. A survey was conducted on 336 teachers of private secondary schools in Jos North Local Government Area of Plateau State. Matter-formism and Role expansion theories were used to explain the relationship that exists between the variables. Using SPSS version 22, results from regression analysis showed a strong positive significant relationship between the variables indicating that increase in meaningfulness at work would lead to high retention. Further analysis testing mediating relationship revealed a positive relationship between spirituality dimensions and retention. Conclusion showed a statistically significant relationship between meaningfulness at work and employee retention when work-family enrichment is used as a mediator. It was recommended that the organizations should enrich the work content of employees; pay more attention on work activities that would enrich family life and create an environment of mutual trust where employees would have a deep connection with one another; as these would make the employees happier, satisfied and remain with the organization.

Keywords: Meaningfulness, work-family enrichment and employee retention.

1. Introduction

1.1 Background to the Study

Employees are essential assets to any organization. The ability to retain them ensures sustainability and competitiveness within the organization. With the advent of globalization, retaining human resources is becoming challenging since employees are aware of existence of better opportunities elsewhere. Therefore, for an organization to thrive in this era of cutting-edge competition, employees must be seen as valued asset which are considered rare, inimitable and irreplaceable (Barney, 1996). As such the need to attract, maintain and retain talented employees is imperative for an organization.

Today's business environment has become very competitive thus making skilled employees the major differentiating factor for most organizations, as organizations, whether public or private, rely on the expertise of their employees in order to compete favourably and indeed gain competitive advantage in the international market (Samuel & Chipunza, 2009). Organizations are highly concerned about employees' leaving because it is generally very costly to select and train new employees to replace those who left. According to Neog and Barau (2015), the estimated cost of employee turnover is placed at 150% of an individual employee's annual salary, which is a huge amount of cost incurred in losing critical employees.

Retention is one of the challenges facing many secondary schools, both public and private, occasioned by globalization that has intensified competition and increased mobility of highly skilled employees (Ng'ethe, Iravo &

Namusonge, 2012). Retention of teaching employees is a pertinent issue in secondary schools in Nigeria, especially in private secondary schools where there is a high exodus of teachers. Many private school teachers leave their jobs to seek for better offer elsewhere and the inability of private schools to retain teachers is reflected on the students in that the quality of the secondary school graduates is very poor (WAEC, 2018). As a teacher stays longer with the school, he improves on the job and gives out high input but where there is a brain drain among these teachers, the level of students' assimilation decreases (Adekola, 2012). High turnover rate is detrimental to the organization, in that many teachers who leave tend to reveal confidential information about the organization to the public. Teachers' turnover not only places the organization's status at risk but it psychologically affects the morale of the remaining teachers (Ghosh, Satyawadi, Joshi & Shadman, 2013). Turnover rate among private school teachers is not only catastrophic to the school but to the entire education system as the quality of education is determined by the quality of the teachers. The fact that teachers are liable for educating, forming and shaping the students who are regarded as the country's future leaders, it is fundamental that their employers create programmes that would make these teachers feel connected to their work environment (job) so that they would want to be retained (Rajappan, Nair, Priyadarshini & Sivakumar, 2017).

In addition, this study investigates the role of work-family enrichment (WFE) in the relationship with meaningfulness at work and employee retention. Work-family enrichment in this context is expected to explain the mechanism through which each of the spirituality dimensions relate to retention. This is in view of the meaning of the concept which states that participating in multiple roles leads to acquisition of resources such as social capital, experience, skills, positive emotions, etc, and since meaningfulness at work has been found to motivate willing participation at work (Milliman, Czaplewski & Ferguson, 2003; Soder, 2016), it is expected that resources are generated in the course of job engagement.

In spite of the various measures (improved salary structure, staff training/development and the recent increment of minimum wage) introduced by the Government in order to reduce turnover among teaching employees yet it is still a challenge in Nigeria since the problem of low retention is still on the increase in secondary schools. In addition, documented evidence reveals that interest in the teaching profession has declined. A report from the Joint Admissions and Matriculation Board (1999) as cited by Abe (2002) showed a decline in the number of applications into the Colleges of Education from 13,371 in 1997 to 9,378 in 1998. This suggests a rapid decline of interest in the teaching profession thus the need to retain the available teachers.

1.2 Statement of the Problem

The retention rate among private secondary school teachers in the country poses challenge to survival of any system, in terms of increased work load, low quality of students admitted into higher institutions and the economy as a whole (Adeniji, 2011). Teachers' turnover is costly for the school in terms of recruiting and training of new teachers, furthermore, confidential information of the schools are leaked to the public (Adekola, 2012; Nasir & Mahmood, 2016). Low retention leads to loss of valuable employees resulting in retaining only mediocre employees who are not employable elsewhere.

In view of this, researchers have investigated this phenomenon to determine the antecedents to low retention among private secondary school teachers; however there seems to be limited literature on the role of spirituality dimensions and the mediating role of work-family enrichment.

Meaningfulness at work is expected to influence employees' job decision such that people search for a sense of purpose and meaning at work (meaningfulness at work); This study proposes that the understanding of these meaningfulness at work will further explain the challenges of retention among private teachers in Plateau state.

Furthermore, the mediating role of work-family enrichment in the relationship between the meaningfulness at work and retention is necessary as it is expected to explain the mechanism through which employees feel the benefits of active participation at work. It is expected that when employees feel that participation at work is beneficial to them, they are not likely to leave. That is why a study of this nature is relevant and timely in addressing retention challenges among private secondary school teachers in Jos North Local Government Area of Plateau State, Nigeria.

1.3 Research Questions

To enable us address the problems raised above, the following research questions are brought up:

- 1) What relationship does meaningfulness at work have with employee retention?
- 2) What relationship does meaningfulness at work have with work-family enrichment?
- 3) Does work-family enrichment mediate the relationship between meaningfulness at work and employee

retention?

1.4 Objectives of the Study

This study seeks to achieve the following objectives:

- 1) To evaluate whether meaningfulness at work leads to employee retention.
- 2) To evaluate whether meaningfulness at work leads to work-family enrichment.
- 3) To ascertain whether work-family enrichment mediates the relationship between meaningfulness at work and employee retention?

1.5 Research Hypotheses

The following null hypotheses have been formulated to enable us answer the research questions:

H1: Meaningfulness at work does not have any significant impact on employee retention.

H2: Meaningfulness at work does not have any significant impact on work-family enrichment.

H3: Work-family enrichment does not significantly mediate the relationship between meaningfulness at work and employee retention.

2. Literature Review

2.1 Conceptual Review

This section will review relevant literatures on the constructs- meaningfulness at work, work-family enrichment and employee retention in order to give a better understanding of the framework depicted below.

2.1.1 Meaningfulness at Work

The ongoing spurt of articles in different well known and insightful outlets mirrors the developing enthusiasm for spirituality in today's business world (Ashmos & Duchon, 2000; Krishnakumar & Neck, 2002; Mitroff & Denton, 1999). Recent research on spirituality in the workplace has documented its potential benefits ranging from greater job involvement, job satisfaction, workers' well-being and moral to higher productivity and profitability (Duchon & Plowman, 2005; Exline & Bright, 2011; Milliman, Czaplewski & Ferguson, 2003; Rego, Cunha & Souto, 2007; Karakas, 2010; Singh & Chopra, 2016) yet only a few empirical studies have been done on the subject (Ajala, 2013; Milliman, Czaplewski & Ferguson, 2003; Mitroff & Denton, 1999). Since the 1990s, researchers and practitioners have discussed meaningfulness at work with increasing interest, ushering in a major paradigm shift in organizational sciences and management theory (Ashmos & Duchon, 2000). There is expanding proof that a major transformation, known as the spirituality movement, where organizations make room for the spiritual dimension which has less to do with guidelines and more to do with meaning, purpose, and a sense of community; is occurring in many organizations (Ashmos & Duchon, 2000). During recent years, organizations have encountered essential changes in their organizational environment resulting in structural changes, downsizing, and layoffs in companies, these transformations have created environments in which workers experience low self-esteem (Daniel, 2012), low confidence and fear. Several organizations have confronted challenges building essential parts of an organization such as a community among employees, a connection between the organization and employees' values, and an organizational atmosphere in which the workers can exhibit their ability. With an end goal to enhance organizational environments, managers have implemented various activities to not only deal with the turbulent and pressure of modern organizational life but aimed at building a better or superior organization through a desirable means known as meaningfulness at work (Daniel, 2012; Rego, Cunha & Souto, 2007).

Enthusiasm for spirituality as a rising field of study has developed as of late conceivably because of the conversion of divergent occasions. Several case studies have been reported detailing the journey organizations have taken in pursuit of spirituality in the workplace (Geigle, 2012). Research conducted by Marschke, Preziosi & Harrington (2009) indicate a widespread belief that for companies to survive into the 21st century in the face of economic downturn and global competition, it is necessary for leaders and employees to tap into their spiritual resources.

2.1.2 Meaning of Meaningfulness at Work

The term spirituality means different things to different people. Webster's Dictionary (2003) defines spirituality as: of, relating to, consisting of or affecting the spirit; of relating to sacred matters; concerned with religious values; of, related to, or joint in spirit. Meaningfulness at work is not a fringe idea. It is about experiencing real purpose and meaning at work beyond paycheques and performance reviews (Marschke, Preziosi & Harrington, 2009). Petchsawang & Duchon (2012) reported that successful organizations such as Hewlett-Packard, Tom's of Maine,

Ford Motor Company (Burack, Iarocci & Bowler, 2002), the World Bank, AT&T, Chase Manhattan Bank, DuPont, and Apple Computer, have created programmes to bring spirituality to the workplace. For example, AT&T sends middle managers to three-day development programmes that help the participants better understand themselves and better listen to their subordinates. The pursuit of self-knowledge and an ability to “listen” rather than control are central features in many spiritual quests. Hewlett-Packard builds spirituality in the workplace through a company philosophy that emphasizes the values of trust and mutual respect, which in turn are believed to contribute to cooperation and sharing a sense of purpose (Burack, Iarocci & Bowler, 2002).

2.1.3 Meaningfulness at Work

Meaning is a concept that is linked to one’s existence (positive or negative) which encompasses the workplace as well (Geldenhuys, Łaba, & Venter, 2014). Meaning in life is seen as more likely to include more positive aspects; meaningfulness is often attributed to what individuals lack in their life, what they yearn for and seek to find. Furthermore, meaningfulness is a determinant of psychological wellbeing and therefore important for individuals to find meaning in life.

Geldenhuys, Łaba, & Venter (2014) point out that as part of meaning in life, the concept of meaningfulness highlights two aspects, (a) the meaning of work or meaningful work and, (b) psychological meaningfulness.

Meaningful work has been defined by (Rosso, Dekas, & Wrzesniewski, 2010) and (Steger, 2017) as the significance of work to people (meaning); both have significance and positive valence (meaningfulness).

Hackman and Oldham (1976) define meaningful work as the extent to which an employee experiences the job as being meaningful, valuable and worthwhile. Psychological meaningfulness, which is the second aspect of meaningfulness, has been defined as the value of a work goal compared to the individual’s standard.

Milliman, Czaplewski & Ferguson (2003) see meaningful work as a dimension of workplace spirituality which occurs at an individual level, embodying how employees interact with their day-to-day work. Meaningful work measures the interaction of work task and personal feelings towards work meaning and intention. Meaningful work of employees affects their performance at work. By enriching the work content of employees, they enjoy their job, thus, having a positive effect on their performance (Achi & Sleilati, 2016). The assumption of this dimension of workplace spirituality is that people have inner motivations, truths and desires to be involved in activities that will give greater and purposeful meaning to their lives

When employees perceive that their jobs are meaningful to them, they are more likely to devote themselves to the work they do in their organization. This means that there is a connection they feel with their work environment. The connection felt by employees will urge them to devote and contribute more to the job because there is an attachment felt (Van Der Walt, 2007). This dimension involves the assumption that people have motivations and desires to be involved in activities that give greater meaning to their lives and lives of others, and a desire to work on something which is seen as important and fulfilling (Ashmos & Duchon, 2000). Steger (2017) opine that meaningful work might help people deepen their understanding of themselves and the world around them, facilitating their personal growth; thus, this aspect helps capture the broader life context of people’s work. Organizational scholars have long recognized that people derive meaning from their work, and this meaning plays an important role in workers’ attitudes and behaviours (Duchon & Plowman, 2005). Hence, employees who perceive their job as meaningful are more willing to devote time and energy to their workplace thereby increasing productivity. For this study, meaningfulness at work is taken to be: profundity (significance) at work that gives personal meaning and purpose.

2.1.4 Work-Family Enrichment

Over several decades, work-family issues have caught the attention of many researchers as such issues show beneficial or detrimental effects on the overall aspects of workplace organizations (Lim, Choi & Song, 2012). Ongoing evidence suggests that a lack of work and family balance leads to work-family conflict (Carlson, Kacmar, Wayne & Grzywacz, 2006). Decades of research have focused on the negative impact multiple roles can have on workplaces and homes. However, little attention has been given to the individual benefits that may result from simultaneous participation in these roles (Stoddard & Madsen, 2007). Crain and Hammer (2013) while reporting Eby, Casper, Lockwood, Bordeaux and Brinley (2005) said that majority of literature on the work-family interface has focused on the conflict associated with enactment in both work and family roles. For a long time, the work-family literature has been dominated by a conflict-oriented perspective. This perspective is based on the idea that roles and responsibilities from different, separate domains compete for limited amounts of time, physical energy, and psychological resources. As such the responsibilities and role demands of work and family are assumed to be mutually incompatible, and meeting the demands of one role makes it difficult to meet the demands of the other role

(Greenhaus & Powell, 2006). This perspective is viewed as work-family conflict (WFC) which is a form of inter-role conflict between two domains, where pressure in one role (work) affects the other (family) adversely. As a result of this, individuals with roles in both their work and family lives inevitably experience conflict, stress, and impaired well-being (Greenhaus & Powell, 2006). Be that as it may, a developing assortment of research proposes that work and family likewise affect each other beneficially. Evidence suggests that individuals benefit from combining work and family. That is to say that work benefits family life (e.g. via better personal wellbeing) and family benefits work (e.g. via stress management and reduction) (Carlson et al., 2006; Greenhaus & Powell, 2006). Suffice this to say that participation in multiple roles provides a greater number of opportunities and resources to the individual that can be used to promote growth and better functioning in other life domains (Lim, Choi & Song, 2012).

Although there are different constructs in the work-family literature that focus on the positive side of the work-family interface: Enrichment, Positive spill over, Facilitation, Enhancement and Balance (Carlson et al., 2006; Kacmar, Crawford, Carlson, Ferguson & Whitten, 2014), work-family enrichment is notably different from the others. Even though these constructs have been used interchangeably to describe the positive associations between work and family, considerable research has focused on distinguishing them because they are distinct (Carlson et al., 2006; Greenhaus & Powell, 2006; Frone, 2003; Zimmerman & Hammer, 2010).

Enrichment centres on enhanced role performance in one domain as a function of resources gained from another (Carlson et al., 2006) where as Positive spill over represents experiences in one domain such as moods, skills, values, and behaviours being transferred to another domain in ways that make the two domains similar (Carlson et al., 2006). Enrichment goes beyond positive spill over (Kacmar et al., 2014). It builds on the more basic notion of positive spill over and captures the transferred resources which improve the receiving domain unlike positive spill over (Carlson et al., 2006). Experiences in one domain can be transferred (i.e., spill over) yet not improve the quality of life or individual performance in the other role (Carlson et al., 2006). According to Helmus, Hanson, Thornton, Babchishin and Harris (2012), enrichment is more than “the transfer of positively valence affect, skills, behaviours, and values from the originated domain, thus having beneficial effects on the receiving domain.” It goes beyond positive spill over because it incorporates additional resources such as social capital and material assets, not mentioned in definitions of positive spill over (Kacmar et al., 2014). For enrichment to occur, resources must not only be transferred to another role but successfully applied in ways that result in improved performance or affect for the individual (Greenhaus & Powell, 2006).

The works of Holliday & Grzywacz (2018), Akram, Malik, Nadeem, & Atta (2014) and Carlson et al. (2006) were used to explain the construct facilitation. The authors said that facilitation occurs when engagement in a domain yields gains that enhance functioning of another life domain. The key distinction between enrichment and facilitation, according to Carlson et al. (2006), is the level of analysis: enrichment focuses on improvement in individual role performance or quality of life whereas facilitation focuses on improvements in system functioning. It is possible that enrichment occurs which does not necessarily translate into improved system functioning. For example, when an individual experiences positive affect from home that enhances his performance or affect at work (enrichment), the improved functioning of the individual may or may not impact the larger work system such as improved functioning of the workgroup or improved supervisor relations (facilitation).

Enhancement means the acquisition of resources and experiences that are beneficial for individuals in facing life challenges. While enhancement focuses on benefits gained by individuals and the possibility that these benefits may have salient effects on activities across life domains, enrichment focuses on enhanced role performance in one domain as a function of resources gained from another.

Balance refers to accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role-related partners in the work and family domains (Carlson et al., 2006). Although work-family balance recognizes that multiple domains exist, it differs from all of the other positive work-family constructs because it does not explicitly focus on positive aspects in either domain (Kacmar et al., 2014).

In a bid to express the numerous benefits enjoyed when work and family are allies, Greenhaus and Powell (2006), developed a theory of work-family enrichment in 2006. They define work-family enrichment as ‘the extent to which experiences in one role improve the quality of life in the other role.’ According to the theorists, enrichment occurs when resource gains generated in Role A promotes improved individual performance in Role B. They propose a theoretical model of work-family enrichment and offer a series of research propositions that reflect two paths to enrichment: an instrumental path and an affective path. According to the researchers, instrumental enrichment occurs when resources (e.g. skills and perspectives, abilities, values, flexibility, psychological and physical social-capital, and material resources) are transferred directly from one role to another, thereby improving performance in the latter

role. This means that resources gained while performing a role directly enhance performance in the other role. Affective enrichment occurs when a resource generated in a role can promote positive affect (i.e. mood and emotion) within the role, which, in turn, produces high performance and positive affect in another role (Lim, Choi & Song, 2012). Suffice this to say that- when resources gained from Role A directly improve performance in Role B, it is instrumental path whereas the indirect improvement of performance in Role B through positive affect is referred to affective path.

Greenhaus and Powell (2006) drew on a variety of theories while building up their definition and model of enrichment. For example, they used Sieber's (1974) theory of role accumulation to explain and predict why individuals would engage in multiple roles and Marks's (1977) expansionist approach to explain and predict the positive outcomes possible when they do (Kacmar et al., 2014).

Work-family enrichment as a construct that represents how work and family benefit each other is bidirectional in the sense that work can positively enrich family and family can positively enrich work (Lim, Choi & Song, 2012; Kacmar et al., 2014; Wayne, Musisca & Fleeson, 2004). The two directions are: work to family enrichment (WFE) and family to work enrichment (FWE). According to Wayne, Musisca and Fleeson (2004), WFE occurs when "one's involvement in work provides skills, behaviours, or positive mood which positively influences the family" while FWE takes place when "one's involvement in family results in positive mood, support, or a sense of accomplishment that helps him or her cope better, work harder, feel more confident, or reenergized for one's role at work."

Two streams of research were reviewed in which the positive interdependencies between work and family roles were examined. While the first stream indicates how researchers have assessed work-family enrichment with self-report scales, often examining the antecedents of enrichment; the second shows how researchers have observed positive relationships between work-related and family-related variables that are consistent with the occurrence of work-family enrichment (Greenhaus & Powell, 2006).

Based on the theoretical foundation and definition of enrichment as laid out by Greenhaus & Powell (2006), Carlson et al. (2006) developed a multi-dimensional measure of work-family enrichment. This is an 18-item scale which measures both WFE and FWE, with nine items for each direction which also encompassed three items for each sub dimension: *capital*, *affect*, and *development* for the work to family direction while the family to work direction comprises of *capital*, *affect*, and *efficiency*. *Capital*, which occurs when involvement in work promotes psychosocial resources (e.g., confidence) that help the individual be a better family member; and *affect*, which occurs when involvement in work results in a positive emotional state that helps the individual be a better family member; are applicable to both work-family direction and family-work direction. *Development*, which is the third form of work-family direction, occurs when involvement in work leads to the acquisition or refinement of skills, knowledge, or behaviours that help an individual be a better family member. The third form of family-work direction is *efficiency* and this occurs when involvement with family provides a sense of focus or urgency which helps the individual be a better worker (Carlson et al., 2006; Kacmar et al., 2014).

2.1.5 Employee Retention

Employee turnover has always been a matter of great concern for today's organizations since a large degree of employee turnover is highly detrimental to both the organization as well as the employees (Jeswani & Dave, 2013). Turnover matters, because recruiting, selecting, hiring, and training new employees are expensive (Cho & Lewis, 2012) but low turnover ensures that organization is retaining their competent employees by providing them superior environment which increases the performance of individual employee (Waleed, Amir, Rida, Rida & Sidra, 2013). The cost of an individual quitting the organization and the organization getting a replacement for him/her may include direct costs as advertising, recruiting and training as well as indirect costs like lost work hours, cost of overtime and cost of errors made by the new replacement. At the same time, evidence suggests that it is proving difficult for organizations to find suitably qualified and experienced replacements for employees who leave (Shields & Ward, 2001). Therefore, it is essential for organizations to retain great talented workforce by providing a good and conducive working environment and this can only be possible when they create and implement programmes that will enhance a superior workplace; one of such programmes is spirituality in the workplace. Retaining of competent teachers is vital to every academic institution because teachers are the most critical asset to retain and develop as they are the brain box in the education industry without which no institution in the field of education can exist.

The quality of education is determined by the quality of the teachers. Teachers play the part of guardians in school as they without a doubt impact the developmental long periods of the students. They are vested with the most extreme obligation of moulding the future citizens of the nation. Furthermore, in light of the fact that they impact the formative years of the students, teachers are the most principal assets for enhancing and improving student learning

and shaping them into productive and responsible people. The way that teachers are depended with the obligation of forming and directing the future citizens of a nation, it is fundamental for them to be included and committed to their job (Rajappan et al., 2017).

Various researches have been done on the area of employee retention. In their study, Stout & Chaminade (2007), concluded that to retain good talented workforce, the organization has to create a positive environment for conducive working. An organization that respects its employees implements policies that are flexible so that a level of employee engagement can be achieved. Retention can be described as an effort whereby an employer makes good policies to retain highly talented employees to achieve the goals of the organization. If the organization treats its employees as assets, there is a high possibility that employees will remain and use their knowledge, skill and experience to increase productivity (Chiboiwa, Samuel & Chipunza, 2010)

According to Hausknecht, Rodda and Howard (2009), one of the most earliest models of turnover is that of March and Simon propounded in 1958. In this theory, the authors suggested that desirability of movement and ease of movement are the two principle drivers of employee turnover. They explained that desirability of movement is commonly characterized by the person's satisfaction or fulfilment with/in the job while ease of movement for the most part reflects perceived or actual job alternatives in the external markets. Seen from the point of view of retention, the model proposes that workers will be more likely to stay when they are happy with their jobs and trust that there are few alternatives available. Thus, work fulfilment or job satisfaction and lack of alternatives (absence of choices) are incorporated here as two imperative factors in employees' decisions to remain (stay).

2.2 Theoretical Framework

2.2.1 Matter-Formism Theory of Human Existence

Matter-Formism Theory of Human Existence suggests that human beings are souled-bodied substances in which the nature of each soul is spirituality. It added that embedded in every matter (body) is a form (soul) (García-Valdecasas, 2005) and meaningfulness at work relies on the soul to manifest (Weger & Wagemann, 2015) individual's deepest desire for goodness and truth (meaning). Therefore, employees who experience meaningfulness at work are expected to be retained to fulfil their existential purpose (Del Rio & White, 2014) through participation in what they consider meaningful in line with transcendence/sacred (Pargament & Mahoney, 2005). Since their participation is guided by their existential purpose and perceived meaningfulness at work, employees who are spiritual at work express high retention. The fact that the nature of each soul is spirituality and every being desires to fulfil his/her existential purpose which entails the individual's deepest desire for goodness and truth i.e. meaning; it is believed that because of this goodness, human beings (employees) seek to do good to the organization they work for and as a result they themselves desire to be retained to fulfil their existential purpose. Employees who enjoy meaningful work transfer their joy and satisfaction to the home front. Also, because an employee's values are same as that of their family, any employee whose values align with that of the organization expresses high retention because resources or experiences gained from work will improve or enrich the family. In addition, employees who enjoy sense of belongingness in their workplace as a result of the goodness emanating from their co-workers are expected to be retained because this goodness also translates to their family.

2.2.2 Role Expansion Theory

Western societies believe that people should engage in a multitude of social activities and develop multiple social roles (Nordenmark, 2018). Proponents of the role expansion theory posit that occupying multiple roles enhances engagement in both work and family life, resulting in a positive effect of multiple roles on life satisfaction among multiple role occupants (Barnett, Baruch & Barnett, 2014).

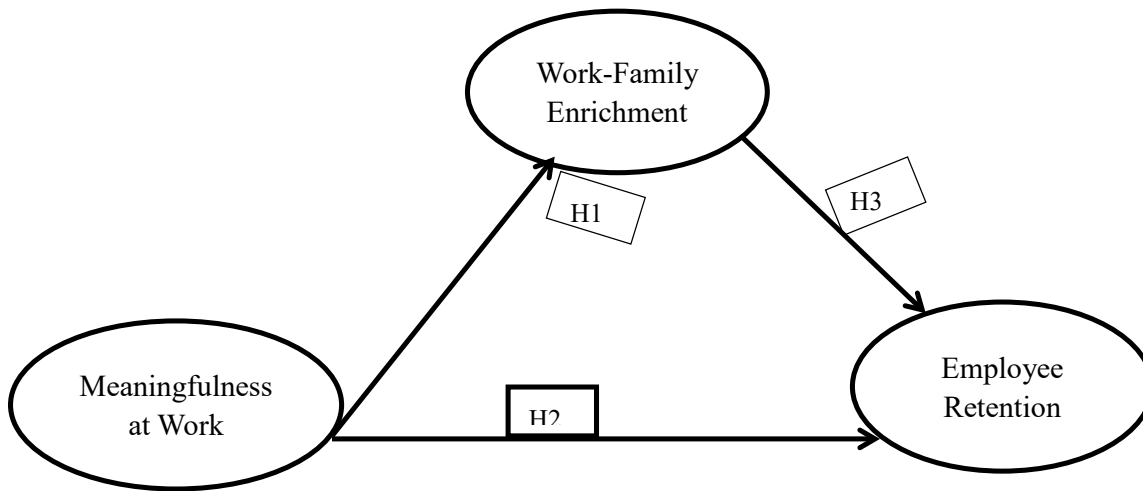
The assumption is that having multiple roles is beneficial to the individual as it may expand an individual's access to resources, thereby increasing the support of various kinds. Nordenmark (2018) observed that having multiple social roles increases individual well-being as such employees whose values align with that of the organization and who enjoy meaningfulness at work and a sense of community, would transfer their joy and satisfaction to the home front since the resources or experiences gained from work would enrich or improve the quality of life in the family.

2.2.3 Conceptual Model

The research framework depicts that the meaningfulness at work has a direct linear relationship with Employee retention. The dimensions also have an indirect relationship with Work-family enrichment. Work-family enrichment has a direct relationship with employee retention. Work-family enrichment however mediates the relationship meaningfulness at work and employee retention.

The diagram delineating the relationships between the variables explained is depicted thus:

Meaningfulness at work



Meaningfulness at work, Employee retention, and Work-family enrichment, adapted from Soder (2016)

Figure 1. Research Framework

3. Methodology

This study employed a quantitative design. It is an inferential and descriptive survey design that is cross sectional in nature (collected at one-time period). The target for this study was teachers of private secondary schools in Jos North Local Government Area of Plateau State and the unit of analysis is individual. The population of this study comprised of all the teachers in private secondary schools within Jos North Local Government Area of Plateau State. A total of 5302 (staff record of private secondary schools, Jos North) teachers from 241 schools (Education Resource Centre, 2018) made up the population of this study, also consisted of private schools within the category of “Christian schools” with a total of 1513 teachers; “Islamic schools” - 850 teachers; and “Mixed Religion schools” - 2939 teachers.. A structured questionnaire which clearly captures the area of interest was administered to the participants. The use of questionnaire was ideal for minimal interference of work by the researcher and since this is a behavioural research, the setting of the study was non contrived as work was not shut down in the process.

3.1 Variables of the Study

The variables in this study included independent variable: meaningfulness at work (meaningfulness at work, value alignment and sense of community); mediating variable: work-family enrichment; and dependent variable: employee retention. The control variables in this study included; age, gender, marital status, religion, and highest educational qualification.

3.1.1 Cronbach Alpha Coefficient

The Cronbach Alpha coefficient of the adapted measuring instruments is obtained in Table 3.4.

Table 1. Cronbach Alpha Coefficient of Measuring Instruments Adapted

Constructs	Number of Items	Authors	Cronbach alpha
Meaningfulness at work	7	Ashmos & Duchon (2000)	0.88

Source: Field survey, 2018.

The multiple linear regression analysis was adopted for the testing of hypotheses via the Statistical Package for Social Sciences (SPSS) Statistics 22. In addition to the SPSS package, Process analysis developed by Andrew F.

Hayes was used for testing the mediation effect of work-family enrichment on the relationship between meaningfulness at work and employee retention.

4. Data Analysis and Interpretation of Results

A total number of 377 questionnaires was distributed to the target population but only 357 questionnaires were returned. This represents a response rate of 94.69% which was satisfactory to draw conclusions from the study. As Babbie (2013) puts it, a response rate of above 70% is deemed to be very good for analysis. In checking for any case of missing data, a careful measure from the field of data distribution and collection was made and a proper check conducted by the researcher to determine whether all the questionnaire items were properly answered. The researcher also made use of SPSS software in running the descriptive statistic to verify the data, and since there was no such case of missing data; the researcher proceeded with the analysis, as suggested by (Hair, Sarstedt, Ringle & Mena, 2012) that any case with no missing data should precede for analysis. Assessment of outliers is another step in data screening that involves the assessing and handling outliers. Outliers are the extreme case values that may likely have a substantial impact negatively on the outcomes. The multivariate analysis checked both the univariates and multivariate outliers to confirm the outliers, and the outliers discovered were then treated. The boxplot of SPSS output showed that the mahalanobis distance was on the independent variable which was at a critical value of 18.47. After the assessment of the outliers, it was discovered that twenty-one (21) respondents were above the critical value and hence they were excluded from the analysis. Therefore, the final population for this study was 336 respondents.

4.1 Descriptive Statistics and Correlations

Descriptive statistics (analysis) refers to the transformation of raw data into a form that will make them easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information (Zikmund, 2003). It is used to calculate average, frequency distribution and percentage distribution of the demographic information provided by respondents.

Table 2. Descriptive Statistics and Correlations

Variables	N	Mean	Std. D	Skewness	Kurtosis
MW	336	22.6667	6.81453	.026	-1.006
WFE	336	31.4821	8.93991	-.055	-.923
ER	336	31.2679	7.83522	.545	.074

Source: Researcher.

Based on the findings from the descriptive statistics and correlations from Table 2, the independent variable dimensions result showed that the mean value for meaningfulness at work (MW) was 22.6667. The mediating variable, work-family enrichment (WFE) indicated a mean value of 31.4821 while the dependent variable, employee retention (ER) recorded a value of 31.2679.

4.2 Test of Hypotheses

This aspect put forward the research hypothesis, showing the result of the main effect of the dimensions of the Independent variable (Meaningfulness at Work). It shows the Standard path coefficient (β), Standard error, T-values, P-value and Decisions taken and all the relationships are represented by Standardized beta value. In testing the relationships, the significance level was at $p < 0.000$ and $p < 0.353$ (Hair et al., 2012). As indicated in Table 4.3, the three direct relationships between the three dimensions of the independent variable and dependent variable showed a strong positive significant effect, which includes (1) Meaningfulness at Work(MW) and Employee Retention(ER) ($\beta=0.258$: $t=4.883$ $p<0.000$). The three indirect relationships between the three dimensions of the independent variable and the mediating variable showed a strong positive significant effect, which includes (1) Meaningfulness at Work(MW) and Work-Family Enrichment(WFE) ($\beta=0.494$: $t=10.391$ $p<0.000$).

The direct relationship between the mediating variable and the dependent variable showed a strong positive significant effect, which includes Work-Family Enrichment(WFE) and Employee Retention(ER) ($\beta=0.558$: $t=12.297$ $p<0.000$).

The mediating variable showed a strong positive significant effect on the relationship between the independent variable and the dependent variable, which includes (1) Meaningfulness at Work(MW) and Employee Retention(ER)

($\beta=0.4995$: $t=10.8997$ $p<0.0000$)

Table 3. Results of Path Analysis

Hypothesis	Relationship	Std Beta(β)	Std. Error	T-Value	P-Value	Decision
H ₁	MW →ER	0.258	.061	4.883	.000	Reject
H ₄	MW →WFE	0.494	.062	10.391	.000	Reject
H ₇	WFE→ER	0.558	.040	12.297	.000	Reject

Where: MW = Meaningfulness at Work, ER =Employee Retention, VA = Value Alignment, SC = Sense of Community and WFE = Work-Family Enrichment

Source: Researcher.

Hypothesis 1: Meaningfulness at work does not have any significant impact on employee retention. This hypothesis was not accepted based on SPSS result as it showed a positive relationship which indicated that there is a statistically significant relationship between meaningfulness at work and employee retention. Based on the result which is positive ($\beta=0.258$: $t=4.883$ $p<0.000$), the relationship between the variables is significant at $p<0.000$ with a moderate beta value of 0.258 and t -value <4.883 . It therefore indicates that for every 1 standard deviation increase in meaningfulness, retention increases with 0.258 standard deviation. Therefore, meaningfulness at work has a strong impact on employee retention among private secondary school teachers in Jos North Local Government Area of Plateau State.

Hypothesis 2: Meaningfulness at work does not have any significant impact on work-family enrichment. This hypothesis was not accepted based on SPSS result as it showed a positive relationship which indicated that there is a statistically significant relationship between meaningfulness at work and work-family enrichment. Based on the result which is positive ($\beta=0.494$: $t=10.391$ $p<0.000$), the relationship between the variables is significant at $p<0.000$ with a moderate beta value of 0.494 and t -value <10.391 . It therefore indicates that for every 1 standard deviation increase in meaningfulness, work-family enrichment increases with 0.494 standard deviation. Therefore, meaningfulness at work has a strong impact on work-family enrichment among private secondary school teachers in Jos North Local Government Area of Plateau State.

Table 4. Results of Mediation Testing

Hypothesis	Relationship	Std Beta(β)	Std. Error	T-Value	LCI	UCI	Decision
H _{8a}	MW→WFE→ER	0.4995	.0458	10.8997	.2361	.4300	Reject

Source: Researcher.

Table 4 is in line with the conditions of Preacher and Hayes (2008) which explained that for mediation to be accepted the standard beta should be significant. Secondly, zero should not straddle between the upper- and lower-class interval. From the result it is clear that the result did not violate the two conditions, therefore, work-family enrichment is a strong mediation in the relationship between meaningfulness at work and retention.

Hypothesis 3: Work-family enrichment does not significantly mediate the relationship between meaningfulness at work and employee retention. This hypothesis was not accepted based on SPSS result as it showed a positive relationship which indicates that there is a statistically significant relationship between meaningfulness at work and employee retention when work-family enrichment is used as a mediator. Based on the result which is positive ($\beta=0.4995$: $t=10.8997$ $p<0.0000$), the relationship between the variables is strongly significant at $p<0.0000$ with a relatively high beta value of 0.4995 and t -value <10.8997 . It therefore indicates that for every 1 standard deviation increase in meaningfulness, retention increases with 0.4995 standard deviation when work-family enrichment is used as a mediator. Therefore, work-family enrichment significantly mediates the relationship between meaningfulness at work and employee retention among private secondary school teachers in Jos North Local Government Area of Plateau State.

5. Summary, Conclusion and Recommendation

The findings from the data collected rejected the hypotheses. Based on the depth of the study, employee retention can be achieved through meaningfulness at work, with a strong link on work-family enrichment. The results were based on SPSS output and the findings were also compared to relevant preceding studies. The study improved on many previous studies, which generalized definitions and measures of individual meaningfulness at work in the workplace. This research used an alternative approach that utilized an existing meaningfulness at work measure. Measures that previously demonstrated good reliability and validity were selected to empirically investigate the impact of meaningfulness at work on employee retention. Instead of investigating the relationship between individual spirituality, life stress and wellbeing, the present study investigated meaningfulness at work 's influence on employee retention of private secondary school teachers. From this research, it is evident that further exploration of the construct is essential to better understand potential benefits of meaningfulness at work. The study supported that there is significant relationship between meaningfulness at work and employee retention. Studying workplace spirituality and the behaviours which emerged as a result, can lead to a better understanding of the actual status of the organizational climate. It can also reveal conditions under which employees display behaviours which will benefit themselves and the organization, critical elements to ensure competitive advantage and employee retention. To this end, the following recommendations were made:

- 1) Organizations must pay more attention on work activities that will enrich family life.
- 2) Organizations should be aware of the fact that employees have inner motivations, truths and desires to be involved in activities that will give greater and purposeful meaning to their lives as such organizations should enrich the work content of employees so that they would enjoy their job thus having a positive effect on their performance and subsequently work-related outcomes like retention.

Organizations should create an environment of mutual trust where employees would have a deep connection with one another and also devote themselves to helping each other and the organization, as this would make them happier, satisfied and they would want to be retained in the job.

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