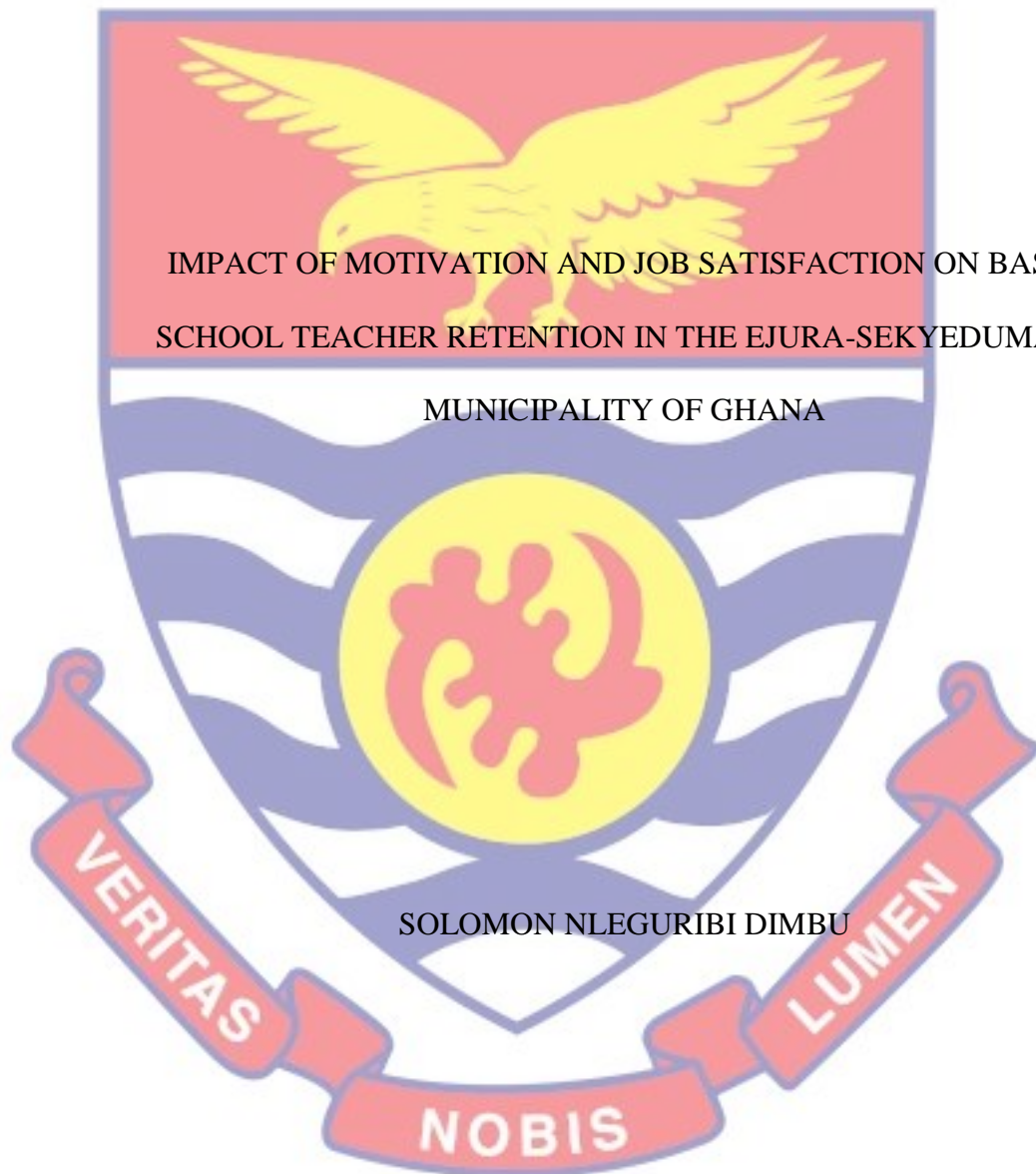
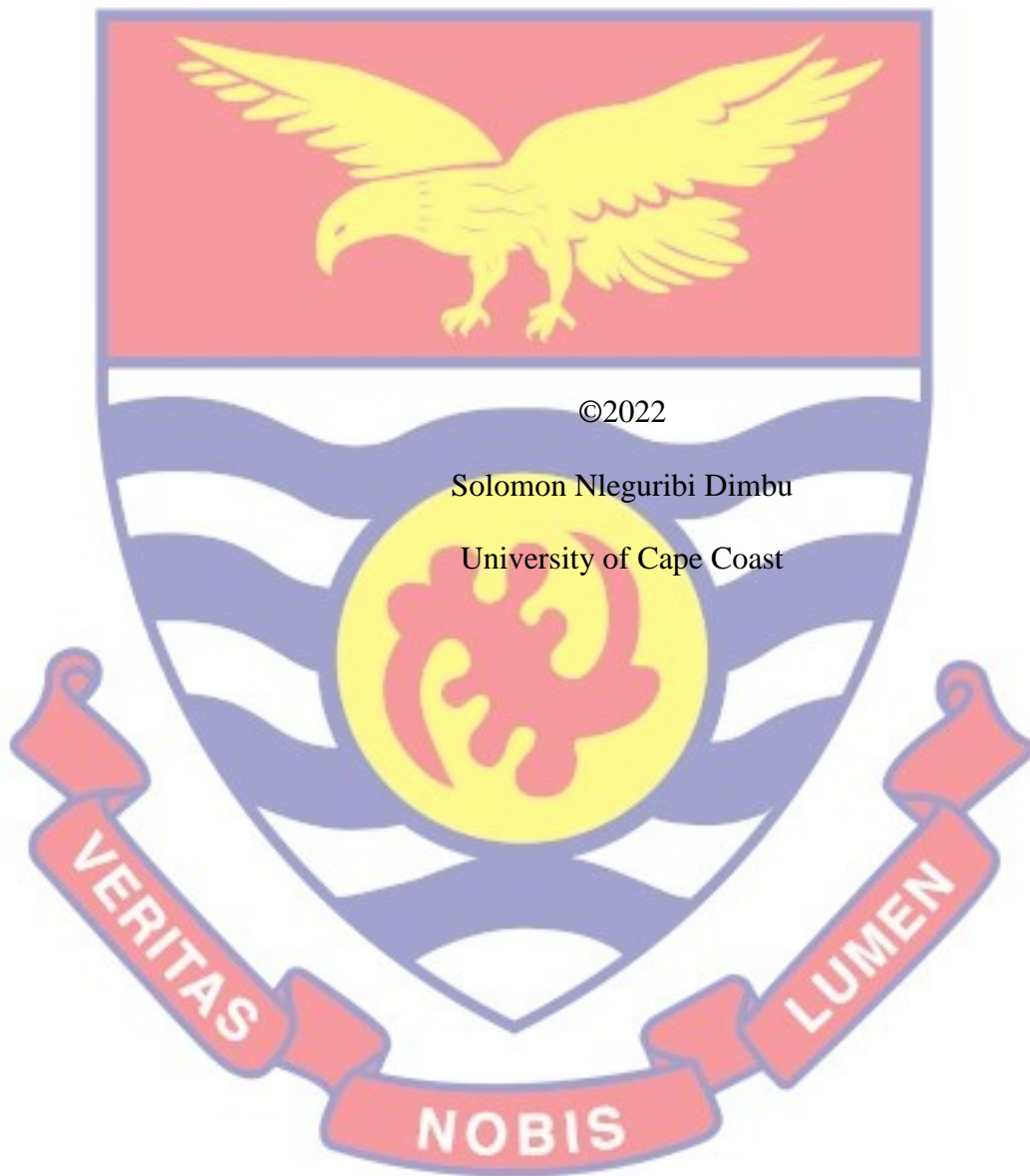


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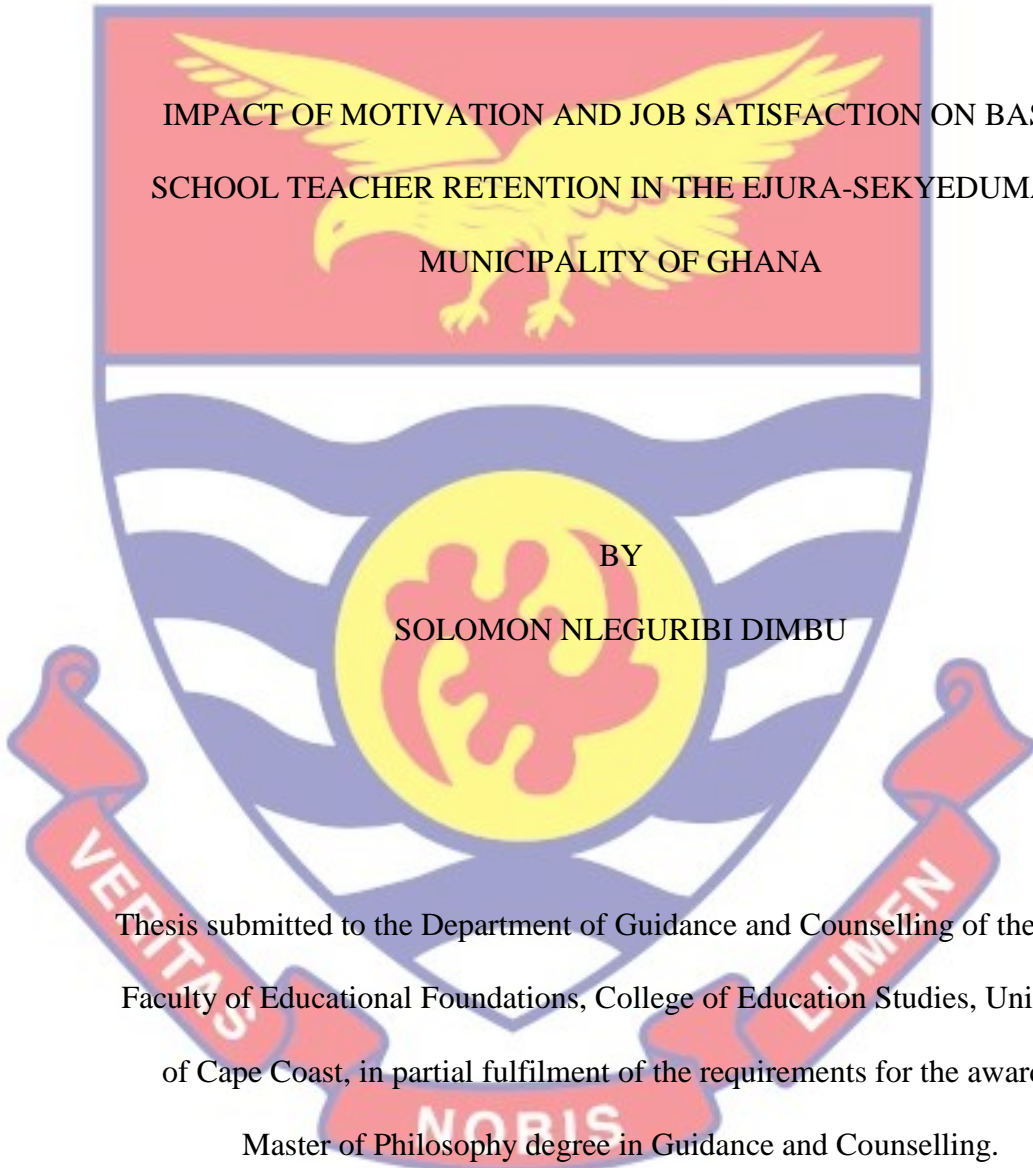


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IMPACT OF MOTIVATION AND JOB SATISFACTION ON BASIC
SCHOOL TEACHER RETENTION IN THE EJURA-SEKYEDUMASE
MUNICIPALITY OF GHANA

BY
SOLOMON NLEGURIBI DIMBU

This thesis submitted to the Department of Guidance and Counselling of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy degree in Guidance and Counselling.

AUGUST 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date.....

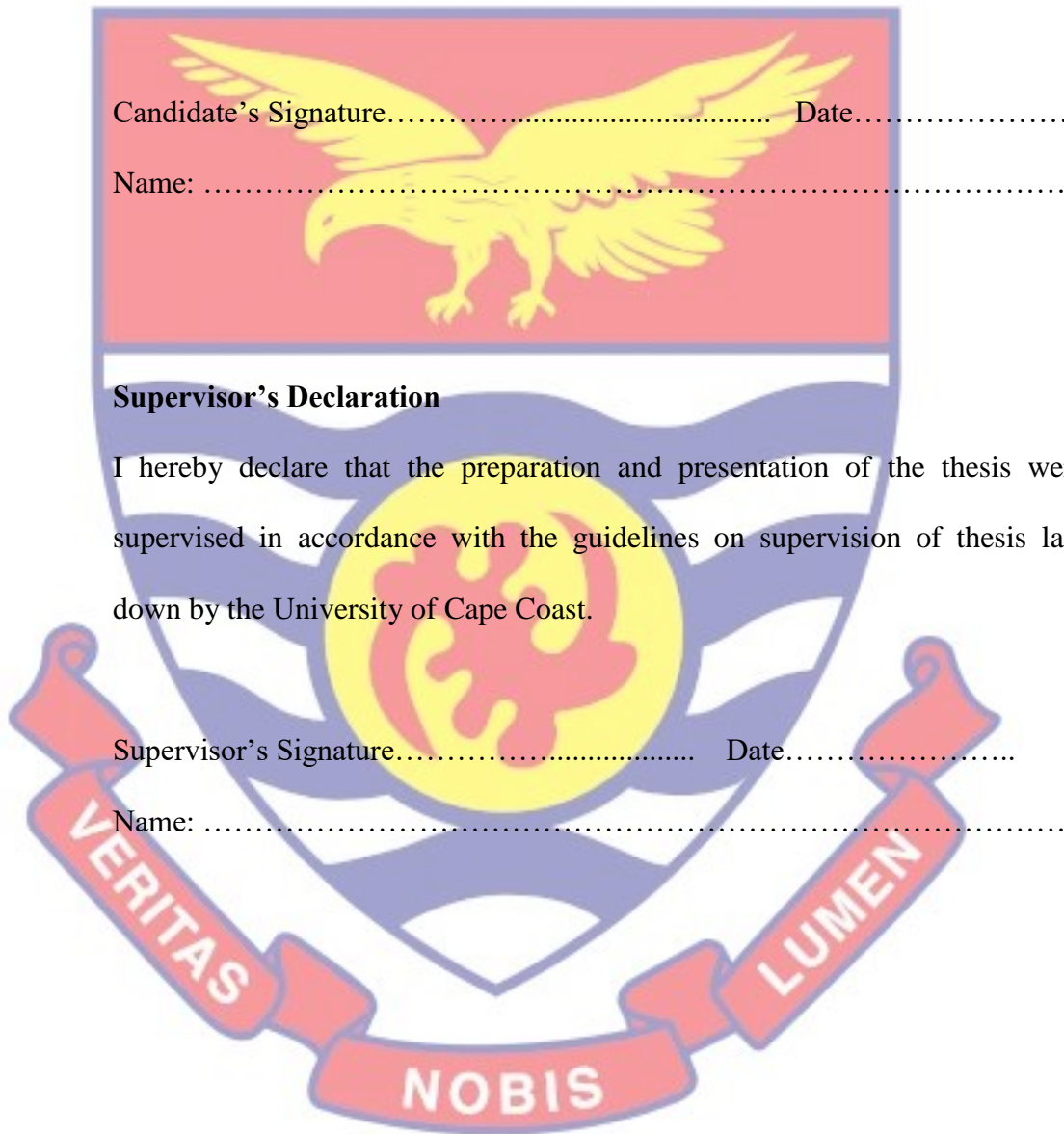
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name:



ABSTRACT

Retention of teachers in the basic schools in Ghana has been a worry. In the interest of understanding the role of motivation and job satisfaction on the retention of teachers in the basic schools, this study examined the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana. Positivism philosophy, quantitative approach and descriptive survey were respectively considered for the study. An adopted questionnaire on teacher motivation, teacher job satisfaction and teacher retention was used as the instrument for the study. Cluster sampling double-stage and random number generator software were used as the technique to select 302 basic school teachers. Partial Least Squares Structural Equation Modeling, inferential and descriptive statistics were used to analyse the data collected. According to the objectives of the study, it was found that: motivation has a direct relationship and influences teachers' retention in basic schools. It was again found that motivation has a positive relationship with job satisfaction and both conspire to influence teachers' retention in basic schools. In addition, job satisfaction was found to have an indirect relationship with teacher retention in basic schools. The study finally established that job satisfaction positively and significantly mediates the relationship between motivation and basic school teachers' retention. Considering the study's relevance for teacher retention in basic schools, the researcher, therefore, recommended that stakeholders of basic education should create relevant and equitable satisfactory motivation systems as conditions of service to significantly attract and retain teachers in basic schools.

KEYWORDS

Motivation

Job Satisfaction

Teacher Retention

Basic School Teacher



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DEDICATION

To my uncle Moses Wayi Gmanyi-Uwumbor and brother Malir

Nicholas Batiwa.



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CHAPTER ONE

INTRODUCTION

As much as teachers' experience is an important factor for school effectiveness in the education sector, retaining them in public basic schools is a challenge in Ghana, with a particular reference to Ejura-Sekyedumase Municipality of Ghana. The reason is that many basic schoolteachers who leave for further studies do not return to teach in the basic schools. Consequentially, the menace of teacher retention breeds inadequate certified experienced professional teachers in the basic schools. Apart from the financial cost that recruiting new teachers to fill the vacancies that teacher attrition creates, it also compels stakeholders to recruit inexperienced teachers to fill the vacancies created. Again, frequent change in classroom teachers or subject teachers creates inconsistencies in knowledge impartation to the learners. This study examines the impact of motivation and job satisfaction on basic schoolteacher retention at Ejura-Sekyedumase Municipality of Ghana. This chapter consists of the background to the study and the statement of the problem. It also constitutes the purpose of the study, research hypotheses and significance of the study. Other aspects of this chapter include delimitation, limitation and organization of the study.

Background to the Study

Formal education makes human and other resources more appreciably impactful on the socio-economic development of nations. Education has what it takes to reduce ignorance, identify, refine and improve inherent potentials to

the fullest for personal, social and organizational benefits of nations. The statements and findings by educational authorities have indicated that formal education is necessary for personal and national development. Mathew Opoku Prempeh, the education Minister opined that “all development achievements are made possible by the human mind and education is the only tool that can unleash the potential of the human mind for personal and societal development and growth” (Anis, 2018). Mertanen and Brunila (2018) found that through formal education, the individual gain employable status and becomes more responsible.

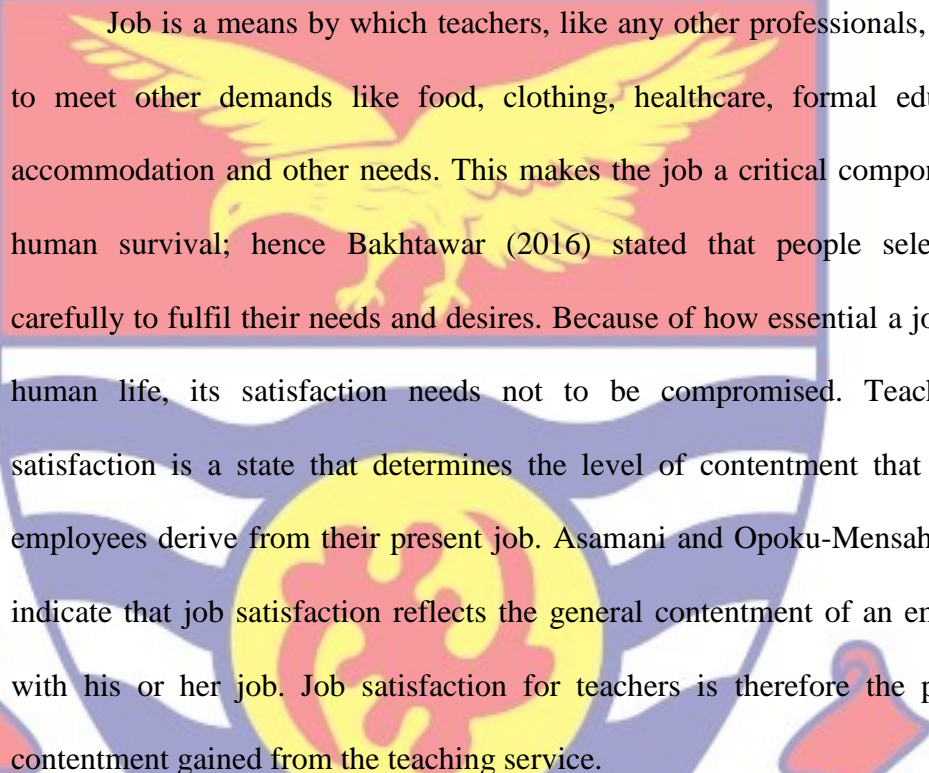
Public education is an integral part of economic policies and progress toward ensuring that every child receives a quality education in many advanced countries such as the United States of America (Johnson, 2010; Papay & Kraf, 2016). Tapping into the success stories of some of these advanced counties, the government of Ghana over the years, adopted a series of educational policies from Free Compulsory Universal Basic Education (FCUBE) to the current Free Senior High School policy to make basic and secondary school education more accessible. All these reformation policies aim at ensuring quality and equal access to education across the nation by all Ghanaian citizens. This policy's formation indicates the importance of formal education to the citizens.

Education authorities have indicated how the teacher factor is crucial for the educational industry. Mohammed (2020) maintained that the school and its related matters would be incomplete without the teacher factor. School teachers are the number one asset of educational organizations. The longer the teachers' retention in the school, the more they are likely to gain experience to

render the educational services. The teachers act on other resources to achieve school goals. In the same effect, Amissah, Sam-Tagoe, Amoako and Mereku (2002) concurred that teachers are an essential link in the transmission of educational opportunities to learners. The teaching profession is a great asset, and no nation can live without it in its quest to develop and industrialise (Loeb, Kalogrides & Beteille, 2012). Effectual teachers are vital forces that facilitate learning among students (Nye, Konstantopoulos, Hedges & Rockoff, 2004; Odoom, Opoku & Ayipah, 2016; Anis, 2018). The importance of formal education which is largely dependent on the teacher demands that retaining teachers in the basic school should be a matter of concern. This is to say that the quest for national development should be on investing in systems that will ensure teacher retention in the basic schools of formal education. The retention of teachers helps to bestow the necessary pedagogical experience and subject knowledge on teachers which contributes to quality education.

Apart from the teachers being knowledgeable and passionate to teach, their motivation is necessary for the achievement of educational aims, goals and objectives. It helps to sustain the interest, energy, zeal and behaviour of the teacher at a particular level of engagement. According to Legotlo (2014), motivation is the energy of behaviour that conditions employees' conduct at the workplace. The behaviour can be teacher employee retention, punctuality and loyalty. According to Hynds and McDonald (2010), motivation can be perceived as the reward or incentive that influences employees' initiative to enter the teaching profession. The motivation can cause sustenance of teachers in their respective schools after employment. The incentives include a good equitable salary, scholarship packages for professional development, assigning

achievable goals, and insurance. Others are safe and convenient working environment, residential accommodation and retirement benefits. The overt motivations help to attract and sustain competitive human resources in educational institutions. Thus, motivation is the underlying factor for employees' choice to enter into a particular enterprise and ensure retention.



Job is a means by which teachers, like any other professionals, depend to meet other demands like food, clothing, healthcare, formal education, accommodation and other needs. This makes the job a critical component for human survival; hence Bakhtawar (2016) stated that people select jobs carefully to fulfil their needs and desires. Because of how essential a job is for human life, its satisfaction needs not to be compromised. Teacher job satisfaction is a state that determines the level of contentment that teacher employees derive from their present job. Asamani and Opoku-Mensah (2017) indicate that job satisfaction reflects the general contentment of an employee with his or her job. Job satisfaction for teachers is therefore the personal contentment gained from the teaching service.

Teacher job satisfaction helps to explain how motivation factors are influential on teacher retention. Motivation and satisfaction are subject to time and based on economic realities. The contentment can change over time, depending on the situation. Job satisfaction is indispensable to the ongoing growth of the educational system worldwide and teachers are crucial elements of educational opportunity structures (Lornah, Sirima & Poipoi, 2010). In other words, the stakeholders' interest in educational development calls for teacher job satisfaction.

Motivation and job satisfaction appear to be intrinsically linked to the retention level of teachers. Teacher retention is the ability to keep academic staff in the school institutions until compulsory retirement or until an unavoidable situation occurs to the teacher. The strategies for teacher retention should be convenient enough and not compulsion. According to Allen, Burgess and Mayor (2017), attracting and retaining teachers in schools should be an ongoing concern for achieving the goals of quality education. Loeb, Kalogrides and Beteille (2012) stated that schools can put the teachers under check by strategically hiring, retaining and developing them while in the service.

Nyamekye (2012), Kaliyamoorthy, Al-Shibami, Nusari and Ghosh (2018), Wijesundera-Mudiyanselage (2018) and Liang and Akiba (2017) confirmed the assertion that employees' motivation and satisfaction levels influence their decisions to either stay or leave the teaching profession completely. depend on the degree to which they are motivated and satisfied with the conditions of the service. Hughes (2012) found that teachers choose teaching due to some benefits which are not limited to salary, vacation period and the value and reason of helping learners. It is argued that once in the service, teachers will continue to examine the benefits of teaching as compared to other opportunities.

In Ghana, a study by Atta, Agyenim-Boateng and Baafi-Frimpong (2000) confirmed that highly motivated and satisfied staff usually has their morale boosted to ensure that the organization succeeds. According to Skaalvik and Skaalvik (2011), job satisfaction influences the general well-being of teachers, as delighted teachers are less sensitive to teacher-related burnout and stress. According to Blomeke, Houang, Hsieh and Wang (2017), teachers who

exhibit stronger job satisfaction have less tendency of leaving the profession. According to several sources, satisfied teachers provide superior instructional quality and learning support to their students (Spilt, Koomen & Thijs, 2011; Collie, Shapka & Perry, 2012; Kunter et al., 2013). These are evidence that teachers who are content with their job remain in the profession. These assessments and assertions indicate that motivation and job satisfaction influence schoolteachers' retention.

Apart from employing teachers, it is important to ensure the provision of satisfactory motivation as conditions of service and conditions of work. The impressive conditions of service are likely to consequentially ensure teacher retention. Based on the evidence found, it is not enough to motivate school teachers but, satisfying them with the motivation factors is the most important to consider. Looking at the relative contributions of motivation and job satisfaction on teacher retention, the study investigates the impact of motivation and job satisfaction on basic teacher retention in Ejura-Sekyedumase Municipality of Ghana.

Statement of the Problem

Retention of teachers is essential in building experienced and quality teaching staff. However, retaining such experienced and qualified teachers is a major challenge facing the educational sector in Ghana at the basic school level (Acheampong & Gyasi, 2019). Sam, Effah and Osei-Wusu (2014) confirmed that the number of teachers leaving the classroom every year in Ghana is very alarming. Most of these teachers who leave the profession were in basic schools (Salifu, Alagbela & Gyamfi, 2018). Nhyira (2013) found that about 70% of the basic school teachers who left for further studies in Ghana

did not return to teach at the same level. This phenomenon seems to be interrupting the stability and lucidity of the teaching process in Ghana in general and in basic schools in Ejura-Sekyedumase in particular.

The Ejura-Sekyedumase Education Directorate bemoaned the rate at which basic school teachers in the Municipality continue to leave, a phenomenon that persisted since 2012 (Ejura-Sekyedumase Education Directorate, 2019). The Directorate estimated that every year, out of the total teacher population, over 40 % of the basic school teachers leave either for further studies or to teach in higher schools or forsake teaching employment entirely for unknown reasons (Ejura-Sekyedumase Education Directorate, 2019). This attrition may be a result of low motivation and job dissatisfaction in the basic schools. The attrition phenomenon creates a gap in the number of available knowledgeable and experienced teachers at the basic school levels.

The teacher-pupil ratio proportion remains a challenge, especially in the Ejura-Sekyedumase Municipality of Ghana. The disproportionate teacher-pupil ratio is creating a large class size and making class control difficult. To fill the vacancies created by the rampant and avoidable attrition in basic schools compels the stakeholders to recruit new teachers who are usually not experienced or not professional enough for the service. The frequent employment of new large numbers of teachers costs the school and the state financially.

Low motivation and job dissatisfaction affect employees' level of output (Asamani & Opoku-Mensah, 2017). For instance, Williams's (2018) study established a significant positive relationship between motivation and teacher retention. Several other scholars such as Odoom, Opoku and Ayipah

(2016), Huma (2014), Nyamekye (2012) and Asiamah (2011) also found that motivational factors, either intrinsic or extrinsic, influence the relationship between job satisfaction and retention of teachers. Similarly, some other researchers opined that employees' job satisfaction compliments motivation and that management providing motivational elements to employees ensure that such elements satisfy the employees (Kaliyamoorthy, Al-Shibami, Nusari & Ghosh, 2018; Irabor & Okolie, 2019).

However, Seniwoliba (2013) acknowledged that knowledge about the motivation and job satisfaction of teachers is limited despite their important role in teacher retention in providing quality education. Research on teacher motivation (Asamani & Opoku-Mensah, 2017), teacher job satisfaction (Lornah, Sirima & Poipoi, 2010) and teacher retention (Huma, 2014) failed to examine the extent to which educational stakeholders can manipulate the elements of motivation to stimulate job satisfaction to ensure teacher retention, especially at the basic level (Adeyemo, 2017; Školudová & Horáková, 2016) in the Ejura-Sekyedumase Municipality. Also, there is a paucity of evidence establishing statistical significant levels of motivation, job satisfaction and teacher retention in the municipality. Therefore, the researcher investigates the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana.

Purpose of the Study

The study investigated the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana.

Objectives of the Study

The study was undertaken to achieve the following specific objectives:

- i. Examine the impact of motivation on basic school teacher retention in Ejura-Sekyedumase Municipality of Ghana.
- ii. Determine the impact of motivation on basic school teacher job satisfaction in Ejura-Sekyedumase Municipality of Ghana.
- iii. Examine the impact of job satisfaction on basic school teacher retention in Ejura-Sekyedumase Municipality of Ghana.
- iv. Analyse the role of job satisfaction in the relationship between motivation and basic school teacher retention in Ejura-Sekyedumase Municipality of Ghana.

Research Hypotheses

1. H_{01} : There is no statistically significant relationship between motivation and the teachers' retention.
 H_{11} : There is a statistically significant relationship between motivation and the teachers' retention in basic schools.
2. H_{02} : There is no statistically significant relationship between motivation and the teachers' job satisfaction in basic schools.
 H_{12} : There is a statistically significant relationship between motivation and the teachers' job satisfaction.
3. H_{03} : There is no statistically significant relationship between job satisfaction and teachers' retention in basic schools.
 H_{13} : There is a statistically significant relationship between job satisfaction and teachers' retention in basic schools.

4. H₀₄: Job satisfaction does not play a statistically significant role in the relationship between motivation and teachers' retention in basic schools.

H₁₄: Job satisfaction plays a statistically significant role in the relationship between motivation and teachers' retention in basic schools.

Significance of the Study

This study would enlighten the stakeholders, management, agencies and private partners of education on the role motivation play in the job satisfaction and teacher retention relationship. It would also prove that motivation links up to job satisfaction to significantly impact teacher retention. The study would also inform interested bodies of education to consider the factors that influence teacher motivation, motivation, job satisfaction and retention of teachers in basic schools. Specifically, the findings of the study would direct how stakeholders could administer the motivation elements for teacher job satisfaction to address the challenge of basic school teacher retention. The findings from this study would again serve as a reference source for researchers and students who want to conduct future studies on motivation, job satisfaction and retention of teachers in basic schools.

Delimitation

The study was delimited to only the public basic school teachers in the Ejura-Sekyedumase Municipality of Ghana. The main content variables under the investigation were basic school teacher motivation, basic school teacher job satisfaction, and basic school teacher retention.

Limitations

Despite all the efforts made to conduct a credible study, a few limitations were difficult to avoid. The tool (questionnaire items) used for data

collection made some respondents not genuinely attend to the items for personal reasons. However, the researcher was able to allay the fears of the respondents by emphasising confidentiality and anonymity. Also, due to the COVID-19 pandemic, some respondents refused to receive and accept the researcher and to have contact with the questionnaire items, possibly to save themselves from contracting the virus. The researcher presented his vaccine cards to dispel their perception. Also, the researcher sanitised his hands before distributing the questionnaires to the respondents. These were done to ensure that due research processes were adhered to for credible outcomes.

Definition of Terms

Motivation: It is anything that influences teachers to retention. It could be tangible rewards or pleasure for doing a particular activity.

Job Satisfaction: The personal contentment gained which results from the occupation. It could be the achievement of a task, remuneration benefits, social relationships and recognition.

Teacher Retention: stakeholders of education can retain the recruited teachers at the post until compulsory retirement.

Basic School Teacher: is a professional teacher who teaches at the kindergarten, primary and junior high school.

Organization of the Study

This is a 5-chapter thesis. Chapter one covered the introduction, background, problem statement and purpose of the research. Again, it includes the hypotheses, significance, delimitation, limitation and organisation of the study. Chapter two comprised the review of related literature. Chapter three entailed research methods. It constituted details on the population, sampling

procedure, data gathering procedure, study instrument and data analysis techniques. Chapter four formed the analysis and discussion phase of the study outcomes. Chapter five presented the summary, conclusions, recommendations and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This study investigates the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana. The chapter is thematically organized as the theoretical framework, conceptual review, empirical review and conceptual framework.

Theoretical Framework

Over the years, Psychologists have worked extensively to come out with several theories that explain human motivation and job satisfaction. However, for this study, Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor theory (Content Theory), Vroom's Expectancy Theory, and Equity Theory (Process Theory). The Social Exchange Theory and the Theory of Reason Action were also utilized.

Maslow's Hierarchy of Needs Theory

Abraham Maslow believed that man is inherently good and possesses a constantly growing inner drive with great potential (Maslow, 1943). A major tenet of this theory is that humans need and work to fulfil such needs. According to Maslow, the needs are different and range from lower to higher. When a person satisfies lower-level needs, he or she may strive to satisfy the next higher-level needs. Maslow postulated the five hierarchical basic needs of man. These needs are discussed as follows.

Physiological Needs

Physiological needs are the most basic needs of humans., which is also known as the need for survival. These needs include water, food, shelter and rest. Maslow emphasized that our body and mind cannot function well if these needs are not adequately fulfilled. Juxtaposing this to the teaching profession, every teacher needs the energy to execute his or her work. For instance, teachers who have not eaten will find it difficult to raise their voice in teaching because they lack the needed energy to do so. Ololube (2016) found that some teachers in the River State in Nigeria reported that their current remuneration benefits and working conditions do not satisfy their basic needs. Hence, such teachers are not motivated to stay in the profession.

Safety and Security Needs

The safety and security needs serve as a motivating factor when the physiological needs are fully satisfied (Maslow, 1943). This need includes employment, job security, insurance, law and other, property, and retirement benefits. This need tends to serve as a motivating factor. Safety needs denote a person's desire for security, protection and stability socially, psychologically and economically (Maslow, 1943). In River State, Nigeria, Ololube (2016) found that secondary school teachers were most motivated by job security and working conditions. Similarly, Singh and Jain (2013) indicate that job security is an employee's confidence to keep their current job to ensure financial security after their retirement. That is why the Social Security and National Insurance Trust (SSNIT) came into being (SSNIT-Ghana, 2013).

Belongingness and Love Needs

When the physiological and safety needs are fulfilled, the interpersonal relationship of the individual becomes prominent. Individuals strive to have a cordial relationship with others. People are predisposed to love and acceptance of affection needs, thus, sexually and non-sexually by others. Maslow believed that as social beings, people need to belong to or socially align to a group and be accepted by their social groupings. Many individuals become prone to loneliness, social anxiety, and clinical depression when affection and acceptance are not expressed. For example, apart from remuneration, when individuals are employed, they look forward to receiving acceptance and recognition from co-workers and executives. Again, in religious denominations, individuals want to fill their loved ones aside from the religious or spiritual benefits (Miller, Erickson, & Yust, 2001).

Esteem Needs

Esteem means being valued, respected and appreciated by others and feeling independent (Maslow, 1943). Giertz (2016) study on quality education: the case of teacher motivation and attrition in Ethiopia revealed that some of the teachers who participated in the studies indicated that they entered the teaching profession because initially, the profession was associated with status. In the Ghanaian context, one is highly respected in society when a person is a teacher, but things have changed recently. Educational and financial achievement highlights individual status and achievements in present time society. Teachers at basic schools have lost recognition and prestige in society because they teach children and are perceived as financially unhealthy due to their “small” salary.

Self-actualization Needs

Self-actualization reflects an individual's desire to grow and develop to his or her fullest potential to be a source of morality, creativity and problem-solving. Attaining this level is a source of motivation for individuals to show a particular behaviour, such as pursuing education or economic ventures. This is in line with Ololube (2016) that reaching for one's potential and personal growth motivates Nigerian secondary school teachers. Maslow described this level as the need to accomplish everything that one can, to become the most that one can be. Maslow believes that people can only become self-actualized and be motivated when they meet other needs. For example, a person who has no employment or decent shelter cannot get near self-actualization.

Relevance of Maslow's Hierarchy of Need Theory to Motivation, Job Satisfaction and Basic Teacher Retention

Satisfying the hierarchy of needs is crucial to cracking the challenge of basic school teachers' retention. Meeting the needs of basic school teachers has been a challenge, ranging from physiological needs to self-actualization. By implication, it is assumed that human beings have needs and that the motivation behind working and maintaining a job is to satisfy those needs. The theory has helped to know and understand that teachers equally have needs like any other people. The attempt to satisfy those needs motivates them to seek and maintain their teaching job.

Also, the theory explains the assumption that for the reason of inadequate motivation and job dissatisfaction, teachers leave the basic schools for other economic engagement or further studies and do not return to the basic school. The teachers' attrition is for them to possibly seek the

satisfaction of their needs elsewhere. Teachers threatening the government with strike action could be explained as their lack of inadequate motivation and job dissatisfaction. The theory's core thesis will help the stakeholders and Management of basic schools consider the conditions of service that capture all aspects of the teachers' needs from physiological to self-actualization to achieve teachers retention. Once the teachers have their needs satisfied, their retention is likely to be high in basic schools.

Maslow pointed out that physiological needs that include food and water are essential to human survival. Though elements of physiological needs are not direct supply by the teacher's employer, teachers rely on their salaries to satisfy those basic needs. Hence, any delay in payment of salary or failure to increase their salary when necessary is just the same as deprivation of their needs. Many are schools in the study area where teachers cannot access food and water while working. The school feeding programme that should have been an antidote to cater to such needs has excluded the teachers. Provision of a sufficient salary to teachers could help meet their survival needs like food, water, clothing, shelter, and partly security needs (servings for retirement).

The safety needs, including a convenient working environment such as school location and buildings and furniture, are necessary for motivation and job satisfaction. The provision of decent and adequate school facilities, a violent-free and nonthreatening environment on the job and retirement benefits could help suffice the safety needs of teachers. The theory has shown that pleasant teacher-teacher and teacher-relationship superiors are enough to satisfy belonging and love needs. This theory has helped to advance our

knowledge on the role of recognition, respect and confidence in teachers' abilities in satisfying their self-esteem needs.

Furthermore, the needs theory has helped us to understand that self-actualization is necessary for teachers for their motivation. Encouraging and supporting teachers to partake in quality and upgrading programmes that fruit yield certificates and awards are equally relevant to meeting teachers' self-actualization needs. To that extent, designing a sense of purpose programme to fully realize inherent potentials and act beyond non-curricular activities such as leadership help satisfy teachers' highest needs. The knowledge gained from the theory will be relevant to stakeholders and management to satisfy the requirement for teachers' needs in all categories, which will address retention challenges in public basic schools.

Herzberg's Two-Factor Theory of Employee Motivation

Herzberg's two-factor theory (also referred to as the motivator-hygiene theory) has its exploration based on what grants employee satisfaction in organizations (Herzberg, 1964). In the postulation of this theory, Herzberg engaged two hundred engineers and accountants and had feedback regarding their personal feelings towards job satisfaction. Herzberg identified two sets of factors of employees' job satisfaction and performance. Robbins (2009) classified these variables as motivation and hygiene factors.

According to Robbins (2009), motivation factors are intrinsically linked to employees' motivation and job satisfaction. They are those aspects of a job that lead people to focus on performance based on expected standards in an organization. These factors include meaningfulness of the work, achievement, recognition, responsibility, growth and promotion. Both

Herzberg (1964) and Robbins (2009) referred to these factors as satisfiers because they push an employee to work within certain acceptable standards. Herzberg (1964) pointed out that motivators are the strongest factors that lead to employees' satisfaction, leading to improved performance of employees. It can be concluded that the motivators are inherent in employees and manifest themselves at work. This means that an employee's work output could be measured from the standpoint of prevailing motivators. These factors motivate the employees and pave the way for superior performance.

The hygiene factors prevent employees' job dissatisfaction. Hygiene factors are usually meant to keep employees from dissatisfaction. These factors are organizational policies, supervision, interpersonal relationship, work conditions, remuneration (salary) and security. Herzberg (1964) pointed out that hygiene factors do not promote job satisfaction but only prevent job dissatisfaction. According to Herzberg (1964), hygiene factors are those job factors essential for the existence of motivation in the workplace. These do not lead to positive satisfaction in the long term. However, if these factors are absent or non-existent at the workplace, they lead to job dissatisfaction. In other words, hygiene factors are adequate or reasonable to appease the employees and prevent dissatisfaction.

In Herzberg's (1964) view, the elements that influence the satisfaction of an employee are dissimilar from those causing dissatisfaction. It is reasoned that since the factors accounting for job satisfaction are dissimilar from those that cause dissatisfaction, the two types of feelings might not be explicitly considered opposites of each other. The paradox of satisfaction can never be dissatisfaction; rather, the opposite is 'no satisfaction'.

Relevance of Herzberg's Two-Factor Theory on motivation, Job Satisfaction and Basic School Teacher Retention

The significance of the Two-Factor Theory to this study is that it has unveiled factors that are important for job satisfaction and motivation (motivating factors) to occur and those that prevent or minimise job dissatisfaction (Hygiene factors). Herzberg's two-Factor theory has created awareness that to ensure teacher retention, management and stakeholders of basic education need to pay critical consideration to both motivators and hygiene factors. The theory has also shown that teachers' motivation and satisfaction are retained when educational management recognizes accomplished tasks by teachers. The more individuals are professional training through further studies and workshops, the better they become to teach for accomplishment. Professional development helps teachers improve their knowledge, methods, and skills to perform effectively.

Herzberg has helped to learn that when teachers have a high sense of achievement, recognition, satisfactory salaries, a comfortable working environment, and other fringe benefits they will stay. It could be deduced from Herzberg's theory that teachers' interest in staying at the basic school level is based on the quality of motivation and hygiene factors that they receive. Herzberg (1964) emphasised that satisfied workers, through good remunerations, accomplishment, improving interpersonal relationships and security, are more likely to remain in such an organization. By motivating teachers, we tend to capture their satisfaction, leading to teachers being willing to stay in the profession (Asiamah, 2011; Nyamekye, 2012).

Herzberg's Two-Factor theory has also helped the educational management of basic education note that the effective strategy to retain teachers must not rely only on intrinsic factors like “teachers reward is in heaven” to influence teacher retention. Simply put, knowledge of Herzberg’s two-factor theory will help stakeholders and management to consider striking a balance between the motivating and Hygiene factors for effective teacher motivation and job satisfaction in basic schools.

Social Exchange Theory (SET)

The Social Exchange Theory (SET) was a conceptual model developed by Blau (1964) to explain the psychological contract that exists between employees and their employers. The theory was a cost-benefit analysis, rooted in three vital areas: economics, psychology and sociology (Homans, 1958; Blau, 1964). On this score, The SET is vitally significant in determining the behaviour demonstrated by employees within the organisation. Researchers and scholars over the years have adopted the social exchange theory as the theoretical basis underpinning the employee-employer relationship (Blau, 1964; Tanova & Holtom, 2008; Bambacas & Kulik, 2013). In providing a theoretical review on SET, Fishbein and Ajzen (2010) indicate the theory describes specified cooperation between two or more parties, which results in a mutual benefit for all parties. Social exchange theory entails responsibilities in a relationship between two parties, in which a party in the relationship does the other a favour. According to Tanova and Holtom (2008), the relationship comes with an expectation (e.g. trust, loyalty, mutual commitment, etc.) of some undetermined future returns in exchange.

Cropanzano and Mitchell (2007) revealed that a social exchange relationship determines the continuous retention or termination of a contract from either party in an organisation. In socially exchanged organisations, employees are more likely to continue the relationship with their employers when they perceive that the relationship is worthwhile and it satisfies their unique needs. On the contrary, employees will terminate the employment relationship when the costs are more than the rewards they gain from the relationship.

Relevance of the Social Exchange Theory to Motivation, Job Satisfaction and Basic School Teacher Retention

Blau's (1964) Social Exchange Theory is relevant to this study because it has been noted by the Ministry of Education, Ghana Education Service, the management, agencies and private partners of basic education that teachers analyse the cost and benefits hitherto accepting any engagement or relationship. So, the teachers examine the benefits of accrue when they stay in the basic schools for service. This makes them continue to evaluate their feelings and satisfaction from the teaching through the conditions of service. They also analyse working conditions and working environment for their job satisfaction. They then decide their cost and effect relationships by comparing alternatives and seeking fairness and satisfaction. Teachers' motivation to seek and maintain their teaching service is directly proportional to how they feel they will receive positively (job satisfaction). Fostering positive relationships is crucial to teacher-employee retention. This suggests and informs that management and supervisors of basic schools need to create a friendly relationship with teachers for their retention.

Apart from the intrinsic reward, teacher employees evaluate and want to achieve competitive salary compensation and fringe benefits for job satisfaction and motivation for retention. The theory is relevant to policymakers considering a tangible reward for teachers' needs for job satisfaction and retention. The extent to which teachers will be satisfied and wish to continue working at that level will be predicated largely on the kinds of reward they receive in the condition of service.

The theory's contention can help bodies interested in basic education create conditions of service that its benefits outweigh the cost for teachers in the basic school. When the teachers do their cost-and-benefits analysis and realize the positive benefits to accrue outweigh the cost, there is a chance of their retention in the basic schools.

Expectancy Theory of Motivation (EToM)

There has been a considerable sense of desire to learn and understand the motivation in industrial organizations. The expectancy theory of motivation and work is one of the classical theories of motivation that has been effective within the public administration domain (Vroom, 1964; Porter & Lawler, 1968). Vroom's expectancy motivation theory has been the subject of several empirical studies in the 1960s and 1970s to understand how individuals are pre-disposed to prefer certain goals and outcomes to others (Campel & Pritchard, 1976; Miner, 2007).

The Expectancy Theory of Motivation (EToM) assumes that conducts result from deliberate choices among alternatives whose goal is to maximize pleasure or enjoyment and reduce pain. In other words, people choose what to do because they anticipate that selection will reward them for meeting their

needs. Redmond (2013) opined that individuals are motivated because they believe that their decision will lead to the desired outcome. Vroom (1964) states that effort, performance, and outcome connect a person's motivation. The interactions among three beliefs determine motivation: expectancy, instrumentality, and valence (Vroom, 1964; Porter & Lawler, 1968).

According to Boachie-Mensah (2006), there are three key concepts (expectancy, instrumentality and valence) in Vroom's expectancy theory of motivation theory.

Expectancy is the conviction that an increased effort will eventually lead to increased performance (Boachie-Mensah, 2006). Using job performance as an example, a teacher perceives that pupils learn and understand better and perform well if he works harder. Again, if a teacher works harder at school, he must believe that he will meet the Ghana Education Service performance requirements. Such things as having the right resources available (such as teaching and learning materials, time, the right skills to do the job and the necessary support to get the job done affect this.

Instrumentality is the anticipation that there will be a valued outcome to receive if there is well performance. For example, a teacher conceives that he will receive a promotion if he comes to school early and stays committed to service. The achievement at the first-level outcome motivates the teacher to reach a second-level outcome.

Instrumentality is the relationship between performance and outcomes (the rules of the reward) based on the transparency of the process and the fairness of the reward (Boachie-Mensah, 2006).

Valence is the importance that the individual attaches to the expected outcome. For the valence to be positive, the person must prefer to attain the outcome. For example, if a teacher employee is mainly motivated, the elements of motivation should be something that the teacher prefers; else, the motivation will serve no purpose.

The tenet that underpinned the theory is that behaviour exhibition is motivated by pursuing expectations to satisfy a need. People make an assessment and act upon it because there is a probability that their effort will grant the expectation, which is a pleasurable one - effort-performance expectancy ($E > P$ expectancy). Again, people make an assessment and act upon it that the performance gives them the result expected- performance-outcome expectancy ($P > O$ expectancy) (Boachie-Mensah, 2006).

Relevance of Expectancy Theory to Motivation and Job satisfaction on Basic School Teacher Retention

Vroom's expectancy theory is of relevance to this study in the fact that it raised and validated the hypothesis that human being's motivation is depended on how much compensation they desire (Valence) and the effort that their anticipated performance (Expectancy) will grant to them and the reward that will come from the performance (Instrumentality). In the case of school as a social organization, the Ministry of Education, Ghana Education Service agencies and private partners of basic education are equipped with the knowledge of what initiates and controls teachers (human motivation). The insight from theory will help reconsider the conditions of service (valence) that the basic schoolteachers want the effort that their anticipated performance (retention) will grant them, and the reward that will be accrued if they

continue to serve the basic schools. Again, the theory is relevant to this current study on the revelation that recruiting teachers does not guarantee their retention. What is more important is to sufficiently fulfil teachers' expectations, as the prevailing conditions will demand.

In recent times that economic, educational and social eminence achievement matter most, basic schoolteachers' expectations keep changing and their satisfaction is crucial. The comparative fixed and lean monthly salary and provision of chalk are not likely to meet the basic teachers' expectations. According to Vroom (1964) and Hughes (2012), a teachers' decision to maintain his teaching profession is depended on the assessments and evaluations of the choice process and expected personal benefit.

The concept of human motivation and behaviour, as made known by the theory, will help policy-makers and management of basic education gain insight into teachers' retention behaviour. This understanding will help the human resource management unit of the Ministry of Education and Ghana Education Service to re-reconsider and determine teachers' expectations in the basic schools with the mission of achieving teacher retention. When the stakeholders of education note the teachers' expectations and take measures to meet those expectations as much as possible, it will maximize effective delivery of service to realize the instructional objectives and teacher retention will increase in basic schools.

Adams' Equity Theory

Equity theory is a motivation and job satisfaction theory explained by the Industrial-Organizational and Behavioural psychologist John Stacy Adams, Adams (1963). According to Adams, an employee's motivation and

job satisfaction goes beyond how much an individual employee receives as compensation. The theorist posited that employment has to do with continuous assessment and evaluation of the contribution to the employer and the resultant gains. It is a comparison between employee compensation and another similar group. John Stacey Adams developed this theory, and it is considered one of the popular social exchange theories (Adams & Rosenbaum, 1962). The core proposition of equity theory is that the degree to which individuals perceive equity or inequity at the workplace is a major contributor to employees' job satisfaction and motivation. In other words, motivation and job satisfaction emanate from the striking balance between an employee's input and outcome. The theory states that equity occurs when the ratio of a person's outcome (reward) to his inputs equals another person's output to his inputs. Inequity occurs when a person perceives that the ratio of his outcomes to inputs and relevant others' outcomes to their inputs are unequal. Employees constantly engage in comparison with others in similar occupations in terms of their inputs (periods of service, educational training and qualification, skills, organisational status and quantum of workload) and their output (financial rewards and compensations and fringe benefits, recognition, job security) Hofmans (2012). Suppose an employee perceives that his or her input is far greater than his or her output compared to others with similar inputs but different remuneration. In that case, demotivation and job dissatisfaction and attrition will occur.

With generally lower salaries with its associated dissatisfaction in the public sector, the Government of Ghana initiated pay policy reforms in 2006. It established the Fair Wages and Salaries Commission by law in 2007. This

pay policy was an organisational development (OD) intervention to provide internal and external pay equity.

Relevance of Adam's Equity Theory to Motivation and Job satisfaction on Basic School Teacher Retention

Adam's Equity theory has given the orientation to the stakeholders, management and other interested bodies of basic education that human motivation and satisfaction is depended on comparative analysis. The comparison is based on their contribution and rewards to other similar employees' contributions and rewards. The equity theory informs policymakers of basic education services and the strike balance between the work input and the remuneration given to basic schoolteacher employees. When the teachers feel overcompensated for their work and qualification, they may increase commitment with greater retention. The relationship between an individual's inputs (contribution) and the benefits (harvest, remuneration) is essential for their motivation. Teachers' motivation is the reality that they are fairly treated concerning the reward they receive is perceived to be similar to those received by their counterparts in other employment sectors. If teachers perceive that their remunerations are not fair, they will feel demotivated and dissatisfied by leaving the profession or engaging in a demonstration.

Based on the tenets of equity, the challenge of retaining teachers in the basic schools could be attributed to a lack of fair treatment. The theory has helped establish that teacher employees demand fairness, and if equity in the conditions of service is ensured across all sectors, teacher attrition will be a thing of the past. The appropriateness of the theory to this study is that stakeholders can use principles of human motivation to reconsider the

conditions of service as a reward given to basic school teachers to curtail the teacher retention challenge in basic schools.

The Theory of Reasoned Action

The theory was developed by Martin Fishbein and Icek Ajzen, in 1975 (Fishbein & Ajzen, 1975). The theorists' interested aim was to explain factors

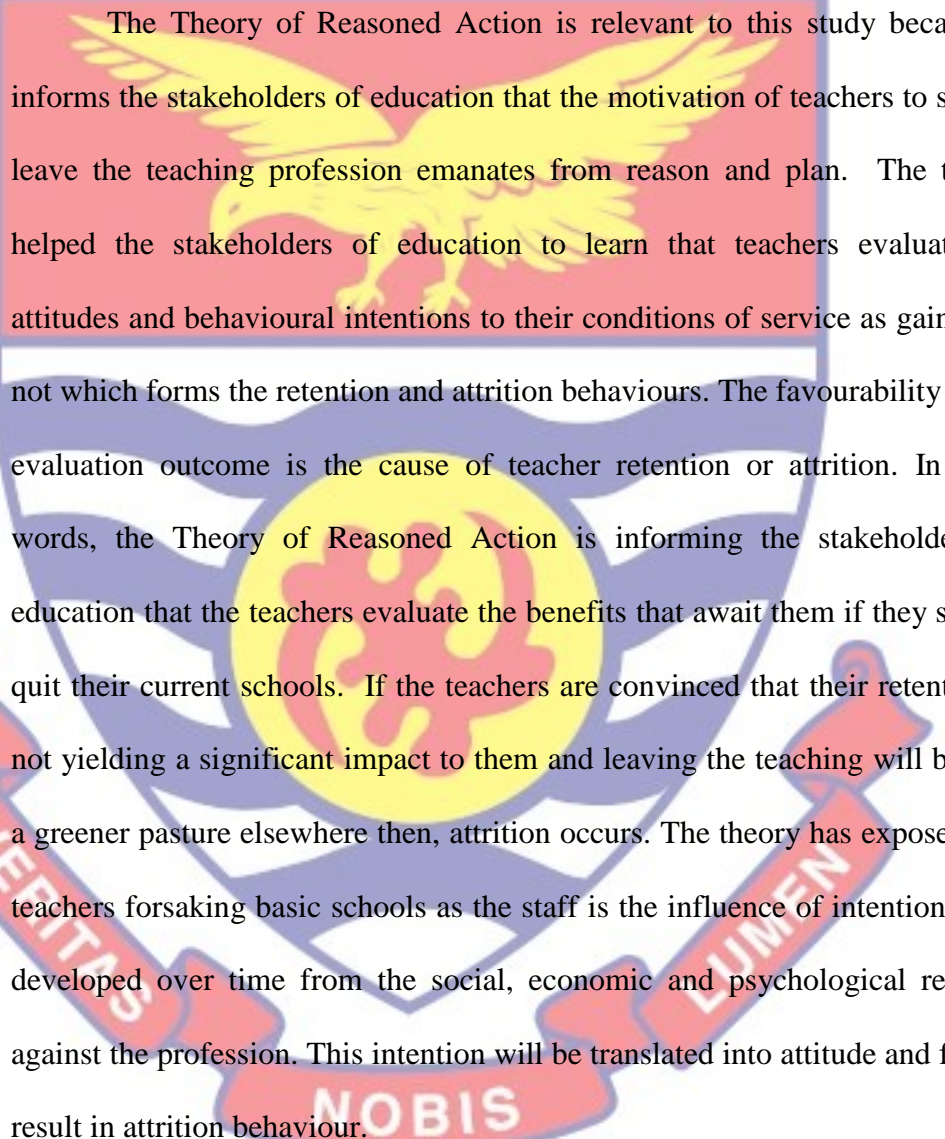
that inform people's behaviour. Purported to understand people's voluntary behaviour, Fishbein and Alzen examined underlying primary factors behind individuals' behaviour. The examination result indicated that behaviour performance emanates from attitudes and subjective norms which build up to behavioural intentions and are finally executed as a behaviour of an individual.

This was after a review of the earlier studies in social psychology, persuasion models and attitudes theories. The theorists demonstrated that behaviour formation involves processes and stages; and the constructs of behaviour are attitude, norm, intention, evaluation, motivation and behaviour. Individuals' demographic characteristics (age, academic and professional qualification, gender, socioeconomic status), individual differences or personality traits and attitudes should be checked when it comes to people's behaviour. It can be deduced from the theory of reasoned action that the stronger the attitude and subjective norms, the greater the intention and behaviour of a person.

Fishbein and Ajzen (2010) further submitted that human behaviour could extremely be foretold from their intentions; and that these intentions are based on the people's attitudes toward the behaviours (favourable result). According to the theory, intentions are born out and supported by subjective norms (perceptions and pressure from social groups like associates, family, and friends) and normative beliefs (how acceptable the behaviour is with

referent groups) concerning the behaviour. The authors believe that the development underpinning all human behaviours is not different but is the same or similar set of constructs.

Relevance of the Theory of Reasoned Action to Motivation and Job Satisfaction on Basic School Teacher Retention



The Theory of Reasoned Action is relevant to this study because it informs the stakeholders of education that the motivation of teachers to stay or leave the teaching profession emanates from reason and plan. The theory helped the stakeholders of education to learn that teachers evaluate the attitudes and behavioural intentions to their conditions of service as gainful or not which forms the retention and attrition behaviours. The favourability of the evaluation outcome is the cause of teacher retention or attrition. In other words, the Theory of Reasoned Action is informing the stakeholders of education that the teachers evaluate the benefits that await them if they stay or quit their current schools. If the teachers are convinced that their retention is not yielding a significant impact to them and leaving the teaching will bestow a greener pasture elsewhere then, attrition occurs. The theory has exposed that teachers forsaking basic schools as the staff is the influence of intentions they developed over time from the social, economic and psychological realities against the profession. This intention will be translated into attitude and finally result in attrition behaviour.

According to the theory, this abandonment behaviour depends on motivation and job satisfaction resulting from their conditions of service. The theory informs the stakeholders that if basic the teachers are motivated and satisfied; they are likely to have positive intentions and reasons for remaining

as teachers in the basic schools. The exposure given by the theory can help basic school stakeholders to examine critically the intentions and reasons of the teachers concerning their motivation and job satisfaction. Identifying teachers' intentions responsible for higher teacher attrition in the basic schools can help the stakeholders and management address the retention challenge pragmatically.

Conceptual Review

This section of the study focuses on the concepts that formed the study variables: motivation, job satisfaction and basic school teacher retention.

Concept of Motivation

Whether private or state-owned, motivation plays a key role in all enterprises. It drives employees towards achieving their organizational goals and the dreams of nations to a certain extent. According to Kian and Yusoff (2014), motivation contributes to the effectiveness and efficiency of business organizations. According to Whiseand and Rush (1988), motivation is conceptualized as the willingness of a person to do something and conditioned by actions to satisfy needs. According to Yusoff, Kian and Idris (2013), motivation influences individuals to take action that concerns their choices as part of goal-oriented behaviour. Motivation is seen psychological force that determines the direction of a person's level of effort and persistence in the face of obstacles (Garavan & McGuire, 2010).

On institutional milieu, Li, Sarathy, Zhang and Luo (2014) referred to motivation as how willing an individual is to work towards achieving the goals of their organization or employers. Saraswathi (2011) expanded Whiseand and Rush's definition of motivation by viewing motivation as the willingness to

exert high levels of effort toward achieving organizational goals, conditioned by the effort's ability to satisfy some individual need. Motivation influences an individual's behaviour concerning attaining workable goals and tasks (Bennell, 2004). According to Afolabi (2013), motivation is one way to make workers put forth their best efforts efficiently and effectively to achieve organisational objectives.

Motivation makes individuals do what they are expected to do and will continue to conduct themselves in that same manner with more commitment. Nhyira (2013) established that motivation is a contributory factor in retaining any employee in the organization. Samad (2006) advanced that a motivated teacher will put out his best work in a related development. An employee who is well motivated in his job stands to serve as an ambassador or advertiser to his organization.

Sinclair (2008) defined teacher motivation as the attraction, retention, and concentration that determines what attracts individuals to teach, how long they remain in their initial teacher education institution and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Dornyei and Ushioda (2011) argued that teacher motivation is two folds: motivation to teach and remain in the profession. The definitions given by various authorities concluded that motivation is the tangible and intangible thing that propels individuals to work purposefully towards attaining a desirable goal. The importance of motivation for teachers cannot be necessary because when teachers are well trained and have experience, the likelihood of staying is low when they are not motivated. Apart from the intrinsic desire to impact others, teachers also want to receive

rewards (such as a good salary, fringe benefits such as housing and clothing allowance, scholarships for professional development and retirement grants).

Teacher motivation is a condition that arouses their enthusiasm for the performance of their duties with pleasure and high interest in the pursuance of educational and personal goals. Motivation helps to retain teachers at various levels of education. It focuses on propelling and the sustenance of individuals towards behavioural change. Organizational-wise, it helps achieve the fulfilment of goals and objectives (higher productivity) (Saka & Salman, 2014).

Types of motivation

Scholars have categorised motivation broadly into intrinsic and extrinsic forms (Deci, 1975; Malone & Lepper, 1987).

Intrinsic motivation

Conventional psychology contents that people have their inner motivations expressed in self-worth, love and joy. Satisfying such internal is achieved without external factors. Intrinsic motivation is a kind of influence to undertake any activity to gain pleasure. According to Malone and Lepper (1987), what people will do without external inducements is what is called intrinsic motivation. Deci (1975) believes intrinsically motivated behaviours are seen as no apparent reward except the activity itself. The activity rewards the performer in pleasure and not foreign packages for extrinsic motivation. From the perspective of Csikszentmihalyi (1975), a very high level of intrinsic motivation is marked by strong interest and involvement in the work. A perfect match of task complexity with a skilled level makes people experience psychological flow with their activity. Intrinsic motivators are concerned with

the quality of work-life. They are likely to have a stronger and long-term effect because they are inherent in individuals and are not imposed outside its factors (Armstrong, 2006).

Given authority and independence to manage and control affairs, teaching others, job security and favourable working conditions and environment are strong intrinsic motivational factors that affect teacher retention. Tymon Jr, Stumpf and Doh (2010) posit that intrinsic rewards such as recognition can bring about role models and communicate the models of ideal professional practices. Intrinsic motivation brings about significant retention and desirable results (Aacha, 2010). According to Ryan and Deci (2000), intrinsic motivation is a condition whereby individuals undertake an activity for innate fulfilment rather than some separable and tangible consequence. They argue that there is a relationship between intrinsic motivation and individuals and their activities. According to Bennell (2004), the low self-esteem of the teacher employees' resulting from their unfavourable working and living environment, housing problems and others, is generally de-motivating. The absence of in-service training programmes and residential accommodation for teachers in the school locality renders them demotivated. However, the presence of these provisions Herzberg (1964) does not guarantee teacher employees' motivation. In a related development, Aacha (2010) was of the view that, for employees to remain loyal and contribute meaningfully, a token of appreciation to them can motivate them. The factors of intrinsic motivation include: curiosity, dominion, recognition and appreciation, belongingness.

Extrinsic motivation

At some moment in life, people are influenced into doing something for a reward. Extrinsic motivation refers to the influence of behaviour driven by external factors such as reward or avoidance of negative consequences. The behaviour is a means to an end and not necessarily for own pleasure. The behaviour is exhibited to acquire tangible material or social rewards in salary and fringe benefits or avoid punishment. The source of motivation is the consequence of the behaviour but not the behaviour itself. The controlling mechanism is easily seen (Deci, 1975). For example, a teacher will unusually come to work early, teach and help students learn and obey all the protocols to receive approval for promotion. External factors impose the behaviour on the individual. Although extrinsic motivation directly affects employees' behaviour, like retention, it does not sustain desirable behaviour (Mullins, 2005; Armstrong, 2006). The ability to sustain and improve upon such behaviour depends on the continuous satisfactory motivation of the person. Ampofo (2012) worked on motivational packages' effects on performance in the Ghana Education Service and found that extrinsic motivation, such as lack of accommodation and inadequate teaching and materials for learning affects teacher retention. Ampofo stated that teacher motivation might be affected if compensation is irregular or frequently withheld. Therefore, an established teacher compensation system helps stabilize the education system and decreases teacher absenteeism, attrition and turnover. The elements of extrinsic motivation include financial rewards and fringe benefits such as residential accommodation, scholarships for professional development, health insurance and retirement plan.

Concept of Job Satisfaction

Hoppack first coined the term job satisfaction in the year 1935. After a careful review of thirty-two studies, he concluded that job satisfaction is a fulfilled combination of environmental, physiological and psychological circumstances that a person has with his job (Hoppock, 1935). The deduction from Hoppock's explanation of job satisfaction is that individuals internalize the benefits of rewards they receive, such as remunerations, professional development, and appreciation of work accomplished. When all these factors are present in their right proportion, it gives the employees a sense of job satisfaction.

In the view of Pan (2005), job satisfaction is an attitude of an individual's subjective evaluation and feeling toward the measure of contentment on job-associated factors. Aziri (2011) stated that job satisfaction includes collecting feelings and beliefs about their current job. This means how satisfied an employee is dependent on socioeconomic needs and demands. Individual teacher employees want to prove their abilities, ranks, and economic achievement such as modern houses and means of transport. He will obtain social recognition and prestige from their teaching employment. According to Zhang, Yao and Cheong (2011), job satisfaction refers to an employee's emotional state covering the complete range of emotions from positive to negative. Okoye (2011) believes that job satisfaction is how much an individual is contented with his or her job. An individual is said to have job satisfaction when he or she feels completely happy with the job he or she is doing. Furthermore, job satisfaction is the ability of an employee's job, such as teaching to meet personal needs and improve their work performance

(Ololube, 2005). The teaching job should give the teacher employee good remuneration to afford a decent living, professional development, a favourable working environment, and social recognition.

According to Umukoro (2005), job satisfaction refers to a feeling of contentment experienced by the employee in an organization whose performance has been recognized through performance appraisal as commensurate with what is expected of him. The feeling of contentment will make employees have a positive attitude towards work in an organization, thereby increasing productivity. Grover and Wahee (2013) argued that job satisfaction is an essential concept because when employees are satisfied with their work, it decreases grievances, absenteeism and turnover. Job satisfaction has remained an important concept because individuals who have higher job satisfaction exhibit less absenteeism, are unlikely to leave the organization, are more generative, more likely to display organizational loyalty, and are more likely to be gratified with their lives (Bateman & Snell, 2011; Singh & Jain, 2013; Okolie & Omole, 2017). Cotton and Tuttle (1986) asserted that job satisfaction is the most reliable determinant in addressing employees like teachers' turnover. Dankyi and Nyieku (2021) found that job satisfaction alone donates 50.6 % to the commitment to academics in the school. It means that job satisfaction effectively affects teacher-employee intentions and behaviours.

Teacher Retention

The key function of the human resources management unit in educational institutions is to ensure that schools find, customize, reward and retain the teacher. In the context of teacher education, teacher retention refers

to the ability of the educational institution to sustain the teachers from the time of recruitment until retirement. The educational institutions are responsible for employing teachers and equally ensuring retention. Teacher retention is about avoiding mass attrition (teachers leaving one school level to another or from the teaching field to other sectors of economic engagement). The retention is

to minimize voluntary resignation or retirement and mobility of teachers. The retained teachers form the talented teaching force of the educational sector. The main reason for teacher retention is to prevent experienced employees from leaving an organization; this could harm service, productivity and profitability (Samuel & Chipunza, 2009). Permanent losses of teachers from the teaching profession, for whatever reason, affect the quality of education. The organization's specific knowledge, skills and methods that employees possess will be lost once they leave (Yamamoto, 2011). It breaks the floor of instructional and operational processes. Prevalent teacher attrition at basic public schools shows that some factors militate against teacher retention. It is better the resources used to recruit, train, and employ new teachers to fight the menace of teacher retention. Fighting the challenge of teacher retention is by motivating and satisfying the in-service teachers through the periodic improvement of the conditions of service, work conditions, and working environment.

Acheampong and Gyasi found that among other factors that cause teachers not to stay at certain places for teaching are low salary, accommodation challenges, the workload at the primary schools and school environment and facilities. Meanwhile, other Acheampong and Gyasi research respondents reported that they accepted postings to certain districts because of

district sponsorship and the chance to be released for study leave with pay. According to Chiboiwa, Samuel, and Chipunza (2010), include; poor working conditions, job insecurity, low competitive compensation system, delayed promotions, management style, lack of recognition and inadequate training and development opportunities. The reasons for teacher employees leaving one school for another or organization for another are demotivation and job dissatisfaction

Factors influencing Teacher Motivation, Job Satisfaction and Retention

Motivation and job satisfaction are vital factors for teacher retention. Maslow (1943) identified that employees, like teachers, have different needs. It is the quest to satisfy those needs that motivate teachers to stay or leave for occupations that provide better service conditions. A comprehensive service condition must capture teacher motivation and job satisfaction in the Ghana Education Service. The factors of motivation, job satisfaction and teacher retention are embedded in the conditions of service and employment.

Teachers' Conditions of Service

Salary reward

Salary issues are factors that can create instability in the organization's affairs. Available literature indicated that teachers' salaries throughout most low-income countries, particularly in Africa, are comparatively low. According to Milledzi, Boateng, Amponsah and Opare (2018), salary among to one of the central causes of employees' job satisfaction in any organization being, whether public or private. The conditions of service state how teachers are paid in an employment agreement. Employment is an exchange

relationship where employees provide their abilities, expertise, efforts, and time to attain organizational goals.

In contrast, employers compensate them with pay benefits in salary (Oppong, Dickson & Asumeng, 2015). According to Ali and Ahmad (2017), salary is the employee's monetary compensation for work performed monthly or annually. Salary is considered the essential factor for employee motivation and job satisfaction. One of the most important motivating factors that create harmonious relationships in an organization is a mutually acceptable and effective remuneration system (Zauskova, Madlenak & Svec, 2013; Kubeš & Rančák, 2018). According to Silbert (2005), pay as a reward is essential because it has an enduring impression that their service is valued and gives job satisfaction. Apart from the assurance of job security, workers need to know they are fiscally stable and prepared for adverse times and retirement. Teacher employee satisfaction with a good salary is essential for their overall job satisfaction, though it is not usually a strong determinant of job satisfaction (Spector, 2006). The managerial implication of Herzberg's two-factor theory suggests that a good salary prevents job dissatisfaction (Herzberg cited in Oppong et al., 2015). In middle-income countries like Ghana, pay is still significant for almost all teachers. Debrah (2000) reported that higher inflation has led to a condition of rising expenditure on living and a decreasing economic value of earnings. Periodic inflations without a reasonable salary increase make teachers' existing salaries unfit for the economic demand.

Salary motivates employees for retention when satisfactory, considering the economic realities. UNICEF (1999) has expressed worry that low wages drive teachers into other activities to the detriment of teaching. In

the development, Lambert (2004) stated that if teachers' compensation becomes too low, their commitment to the job will be affected. The quality of schooling will suffer the consequences of this loss of motivation. The high cost of living has made financial stability and assurance a necessity. A worker who faces financial inadequacy is likely to react negatively to external stimuli in the workplace, as pay is a component of one's security and safety needs. During the late 1970s and early 1980s, teachers' conditions of service concerning their salary component deteriorated. Teachers' salaries were drastically reduced and not paid promptly. This unfavourable situation sparked the exodus of professionally trained teachers to find better-paid work in other countries, especially Nigeria. This badly affected the working conditions generally in the Ghana Education Service. As an emergency measure to salvage the situation, untrained teachers were employed and by 1982, the percentage of trained primary school teachers had fallen to less than 50% (Akyeampong, Furlong & Lewin, 2000). The quality of the education system declined.

In a related view, HakiElimu (2016) found that salary directly impacts the attractiveness and prestige of teachers. To that extent, when teacher employees are satisfied with their salary, it will motivate them to retention in basic school education. Effective measures need to be in place to better teachers' salaries based on that account. Giertz (2016) asserted that salary is a complex factor to understand. He explained that if the salary is adequate, it can serve as a means to attract and retain teachers, but if not adequate, it can cause job dissatisfaction and teacher attrition, which reduce teacher quality. Pihie and Elias, cited in Yemisi (2013), found that teachers did not favour

teaching because of inadequate salaries. Selemani-Meke (2013) opined that poor allowances that teachers receive and poor conditions of service have characterized inadequate motivation of teachers to effectively implement the curriculum at all levels of schooling.

Apart from the fixed base salary, variable pay based on individual or group performance and protection pay covering retirement plans, life plan insurance, and medical support will motivate basic school teachers for retention. Yip, Hsiao, Chen, Hu and Ma (2012) recognised that a slight change in salary significantly impacts the governments' finances. Most governments are left in a dilemma when teachers advocate for salary increments. Teachers' salaries account for the highest cost in the government's expenditure because of their large numbers. This review has validated that a satisfactory salary as a service condition motivates teachers to retain. When the teacher's salary becomes unsatisfactory, the consequence is high attrition. In developing the teachers' service conditions, the basic education stakeholders should consider salary rewards that are comparatively satisfactory for teacher retention.

Professional Training and Development

Professional training and development are required for teacher motivation and job satisfaction. According to Opfer and Pedder (2011), teacher professional development refers to ongoing learning opportunities available to in-service teachers to enhance their subject knowledge capacity (skills, knowledge, expertise) and behavioural characteristics as a teacher. Professional training and development opportunities are means for teachers to develop their overall competencies for service effective delivery. The development enables teachers to improve professional credentials, status and

career progress as formal employees. This enables them to gain mastery over the subject matter and acquire the necessary behavioural know-how for effective and efficient service delivery. Teacher training institutions are set up to help teachers develop their knowledge, skills, attitude and ethics that are compatible with the curriculum and educational policies so that at the completion, individuals can deliver to achieve educational objectives. It is also to make practitioners meet the new trend of professional practice. Professional training and development again include knowledge about the use of technology.

In contemporary times, teachers need to possess adequate knowledge regarding technology usage. Knowledge and information are essential and contribute to teacher motivation and job satisfaction in the cause of classroom delivery. In addition to the available textbooks, using technology like computers helps classroom teachers to easily search for relevant and current information for self-support and the learners. Teachers use technology in communication, lesson presentations, worksheets, and reports in teaching and learning. These benefits help save time and avoid unnecessary frustration in the cause of discharging the teaching task. Besides building capacity for effective delivery, professional development will motivate teachers to attract promotions and financial rewards. The institution of study leave with or without pay is evidence that the Ghana Education Service recognises and acknowledges the importance of academic and professional development through further studies. Teachers will gain motivation and job satisfaction and stay in the basic schools if there are opportunities for further studies to the terminal point of academic pursuit.

A study on motivational packages' effects on employee performance in the Ghana Education Service by Ampofo (2012) found that majority of the respondents indicated that Ghana Education Service provides an opportunity for advancement, such as study leave with or without pay, which satisfies them.

Research in South Africa by Samuel and Chipunza (2009) on Employee Retention and Turnover: Using Motivational Variables as a Panacea that focused on public and private sector organizations revealed professional training and development as motivational variables for employee retention. HakiElimu (2016) researched Teacher's motivation and job satisfaction in Tanzania. The research revealed that when teachers are promoted on time, it not only improves job satisfaction and motivation but also helps them develop their careers. In a study on factors influencing job satisfaction and performance of teachers, Kapur (2018) found knowledge and use of technology as another factor of job satisfaction through professional training and development.

Promotional Opportunities

Promotion is the elevation in rank that an employee receives for higher responsibilities and benefits. Promotion refers to the formal means that leads to employees upgrading to a rank or position. It is evidence and recognition of employees' achievements or growth in the organisation. Promotion bestows social and remuneration value to individuals. Because of the benefits that promotion comes with, as soon as teacher employees are employed, they look forward to it with satisfactory benefits. Miledzi et al. (2018) believe that employees would like to work in organisations that provide opportunities for

promotion to higher grades and more challenging and achievable tasks. Teachers like any other employees hold the perception that as many more challenging and achievable tasks are expected from them; much more rewards are also expected to gain. Promotion requires significant contributions and long service in the organisation. Teacher employees like to stay and work harder to meet the requirement for the promotion if they are convinced of the likelihood of its associated benefits. Promotion can serve as motivation and job satisfaction towards a significant impact on basic school teachers' retention. Teachers will gain motivation and job satisfaction and stay in the basic schools if there are opportunities for promotion either by long service or academic qualification to the terminal point.

In a study on factors influencing teachers' job satisfaction in public schools in Voi District-Kenya, Nyange (2013) found that promotional opportunities enable employees to move towards advancement and growth. Pihie and Elias, cited in Yemisi (2013), found that teachers have not found teaching a favourable profession; and the basic reason is low promotion opportunities and job dissatisfaction.

Promotional opportunities are implemented based on working experience, job duties, knowledge, skills and abilities. Individuals must be skilful, ethical, conscientious and moral in implementing job duties. Ghana Education Service uses promotions procedures to motivate employees. Reasonably shorter duration for employees to be promoted to the next higher rank serves as motivation and job satisfaction for employee retention. Apart from the intrinsic motivation that the employee can derive from promotion, the tangible benefits should satisfy the teacher beneficiary.

Motivation and job satisfaction make teacher employees feel indebted to their schools and desire to reward their gain. In brief, competitive reward packages through a promotion system are likely to capture employees' motivation and job satisfaction to stay and contribute to the school's overall educational achievement.

Work Environment and Facilities

Though the conditions of service for the Ghana Education Service teachers state that teachers are posted to where their services are needed, the environment under which teachers work influences them. Living and working in a decent environment gives a sense of fulfilment. The work environment in this context means the school's location, building facilities (structures) and furniture. Employees are motivated by a well resourceful working environment because it provides a feeling of safety, comfort and convenience.

Wells-Lepley, Thelen and Swanberg (2015) researched supervisors' use of flexibility as a strategic management tool: prevalence and predictors. According to the findings, organisations with generous human resource policies have a much better chance of satisfying and retaining employees by providing adequate privacy and sound control over their work environment. This boosts employee motivation to stay with the company for the long haul. Creating a friendly and pleasant atmosphere in a school and classroom is essential for teacher motivation and job satisfaction. Schools under trees and dilapidated buildings scare teachers from accepting postings to some communities. The education stakeholders need to consider where schools are established and which facilities are friendly for effective motivation.

Residential Accommodation

Accommodation as a motivating factor is closely related to the factor of salary. Accommodation is too expensive concerning salary, not covering the rent and basic living conditions (Giertz, 2016). The situation in Ethiopia is not different from that of Ghana, as indicated by Giertz. This is because most house-owners in Ghana request tenants to pay for more than a year's rent in advance, which is a heavy toll on the salary of a basic school teacher. The organisation giving accommodation provisions for employees creates some level of job contentment, which motivates them for retention. Teachers, especially those posted to typical rural communities in Ghana, complain about securing accommodation. This is one of the numerous reasons teachers do not accept postings to deprived communities. Those teachers who accept postings to uncomfortable settings out of no choice begin to work out for transfer or leave for further studies to avoid such environment and work. The deplorable nature of residential accommodation and classroom infrastructures makes it a challenge for teachers to accept postings to rural communities (Acheampong & Stephen cited in Yeboah & Dickson, 2016).

In recent times in Ghana, teachers' bungalows have been built in a few communities, mostly for head teachers. Accommodation for teachers is still a factor that affects teacher motivation. Giving teachers a percentage of their basic salary for accommodation could motivate them. Therefore, when teachers are provided with bungalows, they can channel their meagre salary resources for rent to meet other needs, which is motivation.

Importance of Motivation and Job Satisfaction on Basic School Teacher

Retention

Motivation is the known cause of individuals' behaviour for one or over a period. Randhawa, cited in Afolabi (2013), stated the following about the importance of motivation and job satisfaction:

1. Higher retention and low employee absenteeism, attrition and turnover:

A motivated and satisfied teacher with the condition of service, working conditions, and environment is a likely way for teachers to meet their needs. The opportunity to meet such needs keeps teachers in the profession, bringing the teacher employee turnover to the barest minimum. This retention makes teachers acquire extensive knowledge and experience for effective delivery to achieve educational goals.

2. Organizational success: performance and productivity are directly related, and it is important to educational institutions. Motivating employees satisfactorily gives them a high sense of morale to deliver to the best of their ability, which helps in increasing and improving organizational standards.

3. Organization royalty: motivation and job satisfaction create a healthy social and working environment in the educational institution. Teacher employees can remain committed and act in the interest of the school through the provision of satisfactory motivation to them. It helps to put likely friction between employees and management under control. Social exchange helps to meet a point of teacher satisfactory motivation and this can go a long way to ensure employer-teacher satisfaction.

Importance of Teacher Retention

1. Teacher retention assists in securing knowledgeable personnel for service: it takes teachers' knowledge and experience to manage other school factors for its survival and better performance. According to Tanwar and Prasad (2016), turnover hurts an organization, especially service. Research has shown that employees' quality directly influences organizational effectiveness. The initial training of recruited people is crucial for the knowledge needed for organizational success; however, the longer the employees stay in the institution, the more experience they become and serve better. This makes many organizations and institutions prioritise experience apart from the academic requirements when employing new staff.

2. Teacher retention help improves performance and results: The main reason for ensuring employee retention is to avoid competition and experienced staff from leaving the institution, which could strain production and profit. Bill and McCarthy, Rivkin, Hanushek and Kain, cited in Hughes (2012), postulated that experienced teachers are better teachers. Mensah (2014) also maintained that any organization's success depends on the quality and efficiency of its human resources. Again, Samuel and Chipunza (2009) contend that when high performers leave an organization, productive talent and the capacity to gain competitive advantage are lost. Human resources and capital are crucial to the effective management of other resources for organizational achievement. Therefore, retaining well-motivated staff is vital to achieving a corporate goal.

3. Teacher retention saves the high cost of recruiting, training and employing new teachers: Inability to retain teachers highly cost the country and education sector human and financial resources. It costs an organization much amount of financial resources to ensure turnover. Organization for Economic Cooperation and Development (OECD) cited by Karsenti and Collin (2013), an estimated three billion dollars was exhausted on filling in teacher vacancies in the United States. In a related development, Acheampong and Gyasi (2019) identified that \$100,000,000 was allocated to make provision for the cost of teacher absenteeism issues in Ghana alone. This was an attempt to employ new teachers as substitutes. Tanwar and Prasad (2016) stated that the cost of replacing and hiring new employees is high, and finding skilled employees can be difficult. Kwenin, Muathe and Nzulwa (2013) view that turnover strains an organization, especially on the cost of recruiting and training new personnel for employment. It is safe to say that motivating the existing teachers satisfactorily costs the schools and the Ministry of Education fewer financial resources.

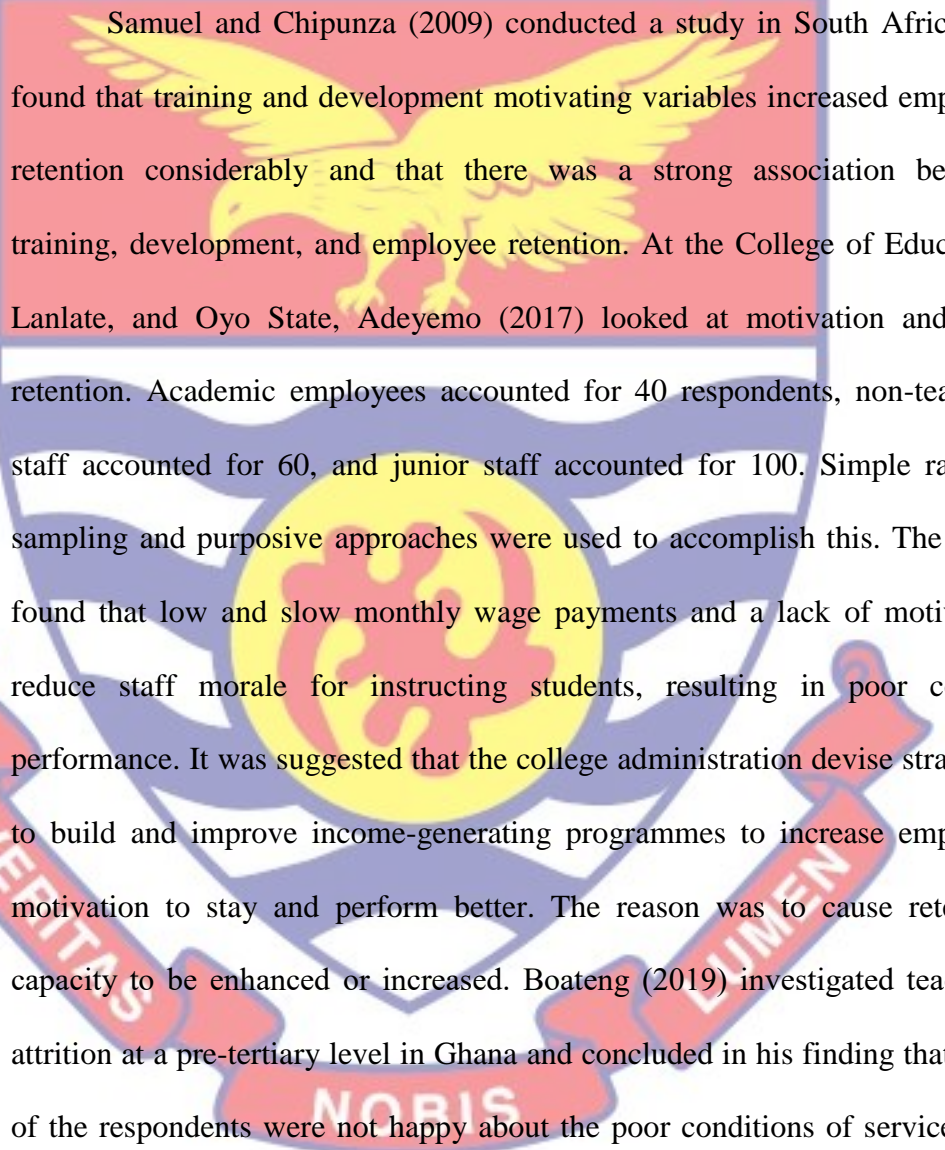
Empirical Review

This section aims to examine previous studies related to the variables under study. These are motivation, job satisfaction and basic school teacher retention.

Motivation and Basic School Teacher Retention

According to Tawia-Armah (2010), in a study on factors influencing teaching as a career choice in Ghana, to motivate teachers to stay in the teaching profession, there is the need to reduce the size of their classes,

provide accommodation for teachers and involve them in decision making concerning teaching and learning process in schools. Motivation is positively associated with employee retention. Thus, when there is an increased motivation among employees, it decreases employees' turnover intention (Desai, 2018).

The logo of the University of Cape Coast is a watermark in the background. It features a shield with a yellow eagle at the top, a yellow sun in the center, and a red banner at the bottom with the Latin motto "VERITAS NOBIS LUMEN".

Samuel and Chipunza (2009) conducted a study in South Africa that found that training and development motivating variables increased employee retention considerably and that there was a strong association between training, development, and employee retention. At the College of Education, Lanlate, and Oyo State, Adeyemo (2017) looked at motivation and staff retention. Academic employees accounted for 40 respondents, non-teaching staff accounted for 60, and junior staff accounted for 100. Simple random sampling and purposive approaches were used to accomplish this. The study found that low and slow monthly wage payments and a lack of motivation reduce staff morale for instructing students, resulting in poor college performance. It was suggested that the college administration devise strategies to build and improve income-generating programmes to increase employee motivation to stay and perform better. The reason was to cause retention capacity to be enhanced or increased. Boateng (2019) investigated teachers' attrition at a pre-tertiary level in Ghana and concluded in his finding that most of the respondents were not happy about the poor conditions of service (e.g. poor infrastructure, lack of washroom facilities, undefined promotion systems; delay in the payment of teachers' salaries, low salary structure and no allowances or incentives) in the profession.

Kwapong, Opoku and Donyina (2015) studied the effect of motivation on the performance of teaching staff in Ghanaian Polytechnics: the moderating role of education and research experience discovered that there is a substantial positive link between motivation and retention among Ghanaian polytechnic teaching personnel. Furthermore, the greatest level of education and research expertise of teaching staff impacts motivation and performance. Shafiwu and Salakpi (2013) investigated the impact of teachers' motivation on overall school performance in Ghana's Wa Municipality. According to the findings, all teachers said that teacher motivation influenced student achievement and believed it had a part in their student's success.

According to Bennell, Bulwani, and Musikanga (2003), teachers' morale differed substantially between schools in the same regions on motivational factors affecting employee performance in public secondary schools in Bungoma North sub-county, Kenya. For example, in a small poll of secondary schools in Lusaka, Zambia, head teachers rated teacher morale as high at 44%, average at 22% and bad at 33%. Cheptoek (2000) conducted research at Islamic University in Uganda to see if job satisfaction affects job performance among non-academic staff. The study discovered that motivation affects a teacher's performance disposition.

Motivation and Basic School Teacher Job Satisfaction

Teacher motivation and job satisfaction perform a valuable function in the prosperity of the teaching and learning course of action. According to Ololube (2005), motivation on teacher job satisfaction and motivation and school effectiveness: an Assessment, both are critical to the long-term satisfaction of any educational system and the well-being of teachers

themselves, who rely on them as the primary driver of their professional activities. In addition, Nyakundi (2012) found that teacher motivation is an essential component in school system job satisfaction in a study on factors affecting the motivation of public secondary school teachers. According to him, job unhappiness, stress, and exhaustion harm employees' motivation and productivity.

Arachchi and Edirisinghe (2011) conducted research on teacher motivation and work satisfaction: a study of teachers in three northern Sri Lankan districts emphasises the importance of teachers' motivation and job satisfaction for performing their school duties. They also discovered that most of the instructors in Sri Lanka were unsatisfied with the lack of autonomy and job security. Saleem, Mahmood, and Mahmood (2010) studied the relationship between motivation at work and job satisfaction. The survey indicated a positive association between motivation and work satisfaction. Overall, the employees were content with their jobs and interested in them. Employees are more enthusiastic about working for the company than the average one. Some employees considered they were not on their genuine route, and organisations had not fulfilled their obligations, especially promotions.

Another study on the effects of recognition and rewards on employee motivation and job satisfaction was undertaken by Danish and Usman (2010). The research results demonstrated a strong connection between a variety of aspects of work motivation and satisfaction. The researchers argued that wage increments, allowances, bonuses, fringe benefits, and other compensations at regular and particular times keep the workers' morale higher and make them more motivated. Tanjeen (2013) conducted a study on factors affecting job

satisfaction in the communications industry in Bangladesh. A survey was adopted to attain information regarding job satisfaction in telecommunication companies.

A particular telecommunications firm was studied to see what factors affected employee satisfaction on the job. Generally, the outcomes were positive. The majority of employees appeared to be content with their work situation. Most people are happy with their jobs when they have good working circumstances, a stable job, good relationships with co-workers, and good satisfaction. Freedom, the relationship with one's immediate boss, and advancement were the three criteria that contributed the least to job satisfaction.

Job Satisfaction and Basic School Teacher Retention

Several studies have found that teacher attrition is high in several countries (OECD, 2005; Richardson & Watt, 2006; Watt & Richardson, 2007; Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein, & Baumert, 2012), and it is critical to pay attention to factors that keep instructors in the classroom. In Western State in America, Stockard and Lehman (2004) investigated factors influencing first-year teacher satisfaction and retention. The study revealed that job satisfaction is the most critical factor influencing teachers' retention decisions. In a similar report on teachers' job satisfaction by Perrachione, Petersen and Rosser (2008), why stay? Elementary teachers' perception of job satisfaction and retention was that teachers in public elementary schools in Missouri who experienced satisfaction at their school were more likely to remain there.

Furthermore, Boyd, Grossman, Lankford, Loeb and Wyckoff (2011) examined the relationship between school factors and the retention of teachers in New York City. He found that teachers' perceptions of the school administration significantly influence teacher retention decisions. It implies that a cordial relationship between teachers and administrators motivates them to retain their job, which goes a long way toward reducing labour turnover. Sam, Effah and Osei-Owusu (2014) explored teacher retention and attrition in Ghana: A case study of Public Senior High Schools in Kwabre East district of Ashanti region-Ghana. According to him, teachers are compelled to leave their jobs due to low salaries, low status (prestige), bad service conditions, and a lack of incentives. Cobbold's (2015) study, Professionals without a Profession: The Paradox of Contradiction regarding Teaching as a Profession in Ghana, concurred with instructors in Ghanaian public schools leaving because they are unhappy with their pay.

Kumedzro (2018) investigated the job satisfaction and retention of 150 special education teachers in Ghana's southern region. Surprisingly, all of the instructors in special schools intended to leave as soon as possible due to negative job satisfaction issues such as low pay and the nature of their work. Instructors who have worked in special education for more than five years are more content with their jobs and wish to keep them, according to the study, than teachers who have worked in special education for less than five years.

Motivation, Job Satisfaction and Teacher Retention

Although there is not much literature on motivation and basic school teacher retention: the mediating role of job satisfaction can still draw inferences from the findings of prior researchers. Several researchers have

found a relationship between motivation and employee retention (Boateng, 2019; Desai, 2018; Adeyemo, 2017; Kwapong, Opoku & Donyina, 2015). Other researchers have established a connection between motivation and job satisfaction (Arachchi & Edirisinghe, 2011; Nyakundi, 2012; Tanjeen, 2013; Sharif & Nazir, 2016). Again, it is settled that there is an association between job satisfaction and employee retention (Perrachione, Petersen & Rosser, 2008; Boyd, Grossman, Lankford, Loeb & Wyckoff, 2011; Sam, Effah & Osei-Owusu, 2014; Cobbold, 2015; Kumedzro, 2018).

According to Liang and Akiba (2017), teacher retention is obtained when the teachers are satisfied with the motivational packages. It means that motivation could drive teachers' retention when such motivational (intrinsic and extrinsic) elements have strategically satisfied the needs of the teachers. Mediation examines how an indirect relation could be established between two constructs. Shah and Asad (2018) stated an indirect relationship between motivation and employee retention. This relationship is due to other variables, such as job satisfaction and organisational support. According to Nazir (2013), the retention of employees in any organisation depends on how well those employees appreciate the service conditions provided. Thus, it could concur that job satisfaction can serve as a link between motivation and retention.

Conceptual Framework

One of the most crucial aspects of the research is how well one can diagrammatically portray one's ideas for easy comprehension by readers. According to Adom, Adu-Gyamfi, Agyekum, Ayarkwa, Dwumah, Abass, and Osei-Poku (2016), the conceptual framework serves as the "blueprint" for all research and clarifies the ideas expressed in it. The framework directs and

motivates research efforts (Adom et al., 2016). The significance of a conceptual framework was highlighted by Grant and Osanloo (2014), who stated that it is the bedrock upon which research is built.

Thus, the conceptual framework for this present study is presented in

Figure 1.

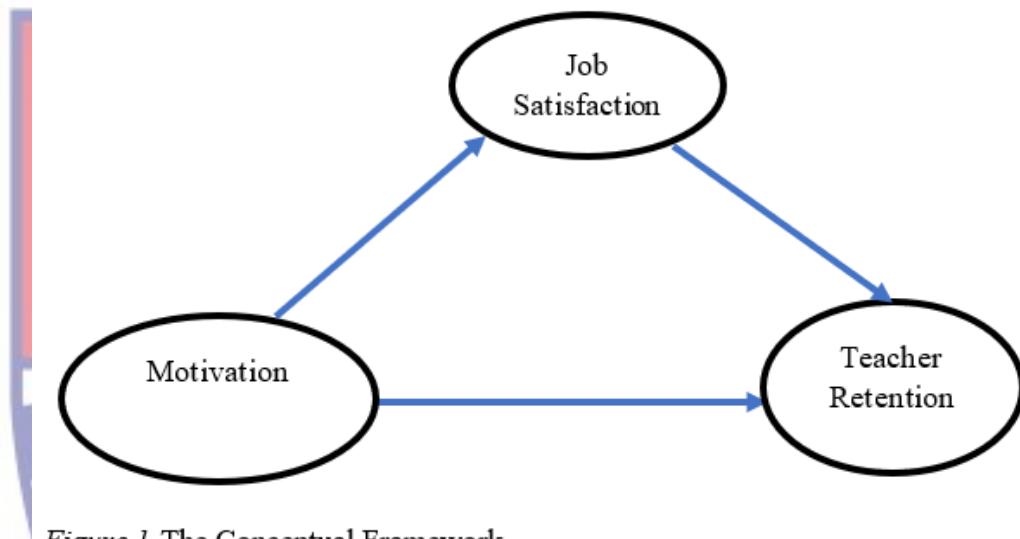


Figure 1-The Conceptual Framework

Source: Author's construct (2021)

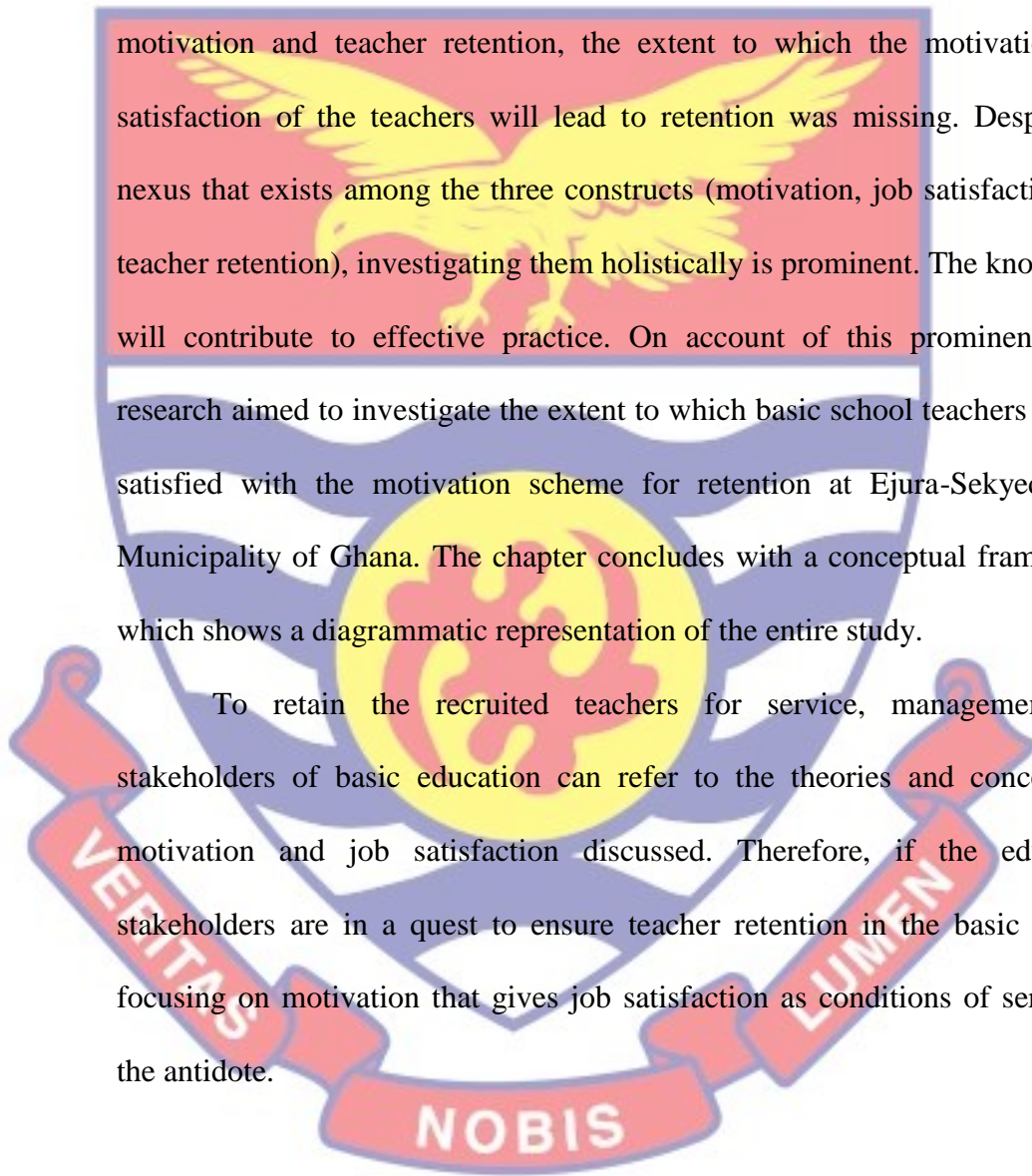
The conceptual framework was framed based on the study variable concept derived from the empirical review. The framework depicted the relationships among the variables under study. Teacher retention is the study's dependent variable, and motivation is the independent variable. Job satisfaction serves as the mediating variable as already established in the literature. According to the framework, teachers' motivation could directly link with teachers' retention and indirectly through job satisfaction.

Chapter Summary

The review presented relevant literature on the study's variables (motivation, job satisfaction, and teacher retention). The review has brought interesting revelations about the research's variables. The motivation factors identified based on the literature include remuneration, professional

development, residential accommodation, school environment, and facilities. Based on the previous research, it is noted that there is a relationship among the three variables: motivation, job satisfaction, and retention. The review found that motivation, directly and indirectly, links with teacher retention through job satisfaction. While researchers have established a link between motivation and teacher retention, the extent to which the motivation and satisfaction of the teachers will lead to retention was missing. Despite the nexus that exists among the three constructs (motivation, job satisfaction and teacher retention), investigating them holistically is prominent. The knowledge will contribute to effective practice. On account of this prominence, the research aimed to investigate the extent to which basic school teachers will be satisfied with the motivation scheme for retention at Ejura-Sekyedumase Municipality of Ghana. The chapter concludes with a conceptual framework, which shows a diagrammatic representation of the entire study.

To retain the recruited teachers for service, management and stakeholders of basic education can refer to the theories and concepts of motivation and job satisfaction discussed. Therefore, if the education stakeholders are in a quest to ensure teacher retention in the basic school, focusing on motivation that gives job satisfaction as conditions of service is the antidote.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methods used to carry out the study. It detailed how the researcher undertook the study and the rationale behind each method. The elaborated elements under this section included the research approach, research design, study area, population, sampling procedure, data collection instruments, data collection procedure and data processing and analysis.

Research Approach

According to Neuman (2014), Creswell (2014) and Saunders, Lewis and Thornhill (2016), three broad approaches to research are commonly used, namely, quantitative, qualitative and mixed methods. While the quantitative approach helps the researcher to examine associations between variables, the qualitative approach deals with small aspects of social reality (Ofori & Dampson, 2011). Saunders et al. (2016) stated that the choice between quantitative and qualitative research methods may be determined by the nature of data the researcher required for the study. As numeric data is used in a quantitative study, non-numeric data is required in a qualitative study.

Neuman (2014) maintained that the two approaches could also be distinguished based on the procedure used in data collection and analysis. Researchers predominantly use questionnaires for data collection in the quantitative research method, and data analysis is done quantitatively. In other

words, the data gathered is analysed with numerical values or figures. In the qualitative research method, researchers use the interview as a tool for data collection, and the analysis is done qualitatively. Sekaran and Bougie (2016) and Saunders et al. (2016) designated that the third approach which is the mixed-method combines quantitative and qualitative approaches. They additionally affirmed that whereas the quantitative research method allows the generalisation of the sample outcomes to the entire population; the qualitative study method is not meant for the generalization of the sample results to the entire population, but rather to make sense of reality, describe and explain the social world of a particular participant(s) and to develop explanatory models and theories and or constitutions.

This study employed a quantitative approach. The choice of quantitative approach was informed by the nature and purpose of the study under consideration. The current study required that the researcher collect numerical data and analysed it quantitatively. Teddlie and Tashakkori (2010) stated that quantitative methods are often considered deductive. The reason is that inferences from tests and statistical hypotheses (sample) results can be generalised about the characteristics of a population. Besides, Lincoln, Lynham and Guba (2011) believe that a quantitative approach to study is directed towards developing testable hypotheses and theories, generalizable across settings. The factors averred earlier were the convincing reasons behind a quantitative research approach against the qualitative research approach in this study.

Research Design

According to Sekaran and Bougie (2016), a study design is a plan or a pathway that specifies how data regarding a study would be gathered and analytically measured. Kothari (2004) also postulated that study designs about creating decisions vis-a-vis the techniques used in gathering data and the type of strategies and instruments for sampling. Again, it has to do with how time and cost constraints are available. Sekaran and Bougie (2016) and Saunders, Lewis and Thornhill (2016) grouped study design into three: exploratory, descriptive, and causal. They stated that researchers consider an exploratory design when little information exists about the study variable. In addition, scholars make use of a descriptive design when they want to describe and understand the characteristics of the study variables as they currently exist. The last of it is that researchers adopt a causal design to determine how one variable influences another.

A descriptive survey is not devoid of limitations when considered for studies. According to Ethridge 2004, and Fox and Bayat 2007, a descriptive survey cannot be used to statistically test the reality of the problem under the studies. The findings and conclusion of the studies may contain some level of prejudice. Therefore, drawing an objective conclusion may be misleading. Again, a descriptive survey is not practically useful in finding out the objective cause of the phenomenon of the study.

In this study, the researcher was interested in knowing and describing the current natural state of the phenomenon (teacher retention in the basic schools) on the variables and their correlational relationship, which descriptive survey has many advantages. Therefore, despite the limitations of the

descriptive design, the researcher deems it fit for the study. The descriptive research design allowed the researcher to understand and describe the characteristics of the research variables in their current natural state (Sekaran & Bougie, 2016) in the study setting. According to Neuman (2014), though descriptive design cannot determine the causal relationship among variables, it helps researchers know the state of affairs of the studied variables.

Study Area

The area under the study is Ejura-Sekyedumase Municipality of Ashanti Region, Ghana. It shares borders with Atebubu on the North, Asante Mampong on the South, Nsuta on the East and Nkoranza on the West. The predominant economic activities of the people in the area are maize and yam production. Apart from the Kumasi-Kejetia market, the Ejura market is among the larger markets in the Ashanti region. The Municipality is cosmopolitan. The native inhabitants are Asantes. The rest are Konkombas, Grumas, Sisalas, Dagates, Kusasis, Gurunis and others. In terms of educational institutions, the Municipality has ninety (96) public kindergartens, ninety (96) primary and sixty-six (66) junior high schools. The private basic schools are fifty-two (52) kindergarten, fourth- two (42) primary and nineteen (19) junior high schools. These basic schools are under seven (7) circuits within the Municipality. There are also three public senior high schools and one private vocational institution. Lastly, the Municipality has one certificate awarding the College of Agriculture (Ejura-Sekyedumase Education Directorate, 2019)

Population

The population is the aggregate of total entities that satisfy a designed set of criteria (Graneheim & Lundman, 2004). According to Ngechu (2004), a

population is a set of entities (people, events, and items) under a study-based. Likewise, Leedy and Ormerod (2010) explained that the population could be a group that a researcher is interested in collecting information on to make a study conclusion. This study's population is made up of all the public basic school teachers in the Ejura-Sekyedumase Municipality. At the time of this study, the target population of the study area was 1409 (Ejura-Sekyedumase Education Office, 2020). This population comprised all the public basic schools in the seven circuits in the Ejura-Sekyedumase Municipality of Ghana. The researcher was convinced that the public basic school teachers possess common characteristics, such as conditions of service and employment, which enabled the research to achieve the set objectives.

Table 1-*Distribution of Population of Professional Teachers in the Ejura-Sekyedumase Municipality of Ghana*

Name of Circuit	Number of Schools	The population of Professional Teachers in Basic schools
Sekyedumase	37	186
Anyinasu	31	143
Ejura Central	37	203
Ejura-West	41	244
Ejura-East	36	183
Ejura-South	36	245
Ejura-North	36	205
Total	254	1409

Source: Ejura-Sekyedumase Education Office (2021)

Sampling Procedures

Ofori and Dampson (2011) and Sekaran and Bougie (2016) explained that the sample is the entity selected to represent the population for a study. Alonge (2010) explained that a sample is a subgroup of the interested population for a study. Saunders et al. (2016) opined that the sense behind using sample surveys instead of populations by researchers is that complete

coverage of the entire population is much more demanding when numerous respondents are involved. The meaning is that sample surveys serve researchers much good to carry out a study efficiently and effectively in terms of representation when a large population is involved. Creswell (2014) defines a sample as a proportion of a large population.

Sekaran and Bougie (2016) construed that sampling can be grouped into two predominant designs: probability and non-probability sampling. They explain that the probability-sampling design admits each population entity to have a non-zero prospect of being selected to be included in the sample. On the contrary, a non-probability sampling design does not give the possibility for each of the population elements to be selected. In other words, every population entity has the prospect of inclusion for a set purpose. A strict quantitative study utilizes probability-sampling designs. The reason is its unbiasedness in selecting the true and representative sample for the study and the ability to grant the researcher the generalization possibility of the desired study results on the population. Contrariwise, non-probability sampling designs are commonly employed in qualitative studies based on the subjectivity connected with the strict selection of the sampling articles for a study (Saunders et al., 2016).

Subjected to the objective of this study, the cluster sampling technique of probability sampling was respectively adjudged fitting for this study notwithstanding its limitations. Specifically, two-stage cluster sampling with a random number generator software technique was further used to draw 302 teachers as respondents from the selected clusters. Kariuki, Wanjau and Gakure (2011) and Sekaran and Bougie (2016) asserted that for an optimum

sample size to be determined for a given population, researchers should either consult tables that are authoritatively made and approved sample sizes for a specified population or resort to direct calculation using appropriate statistical formulas.

According to Krejcie and Morgan, a required sample size for a population of one thousand four hundred and nine (1409) is three hundred and two (302). In line with the above claim, the researcher utilized the recommended table by Krejcie and Morgan (1970) to draw 302 samples out of 1409 for the study.

Data Collection Instrument

A data collection instrument is a scheme through which researchers undertake to measure interesting variables or attributes in the data gathering process (Bhandarkar & Wilkinson, 2010). The instrument for the data collection for this study was adopted structured questionnaire for all the main study variables. The structured instrument helped gather data from a large number of respondents in the shortest possible time, notably when the population is readily accessible (Amedahe & Gyimah, 2018). This provided alternatives for respondents to indicate their degree of satisfaction or dissatisfaction with the question items. The length of the questionnaire items was made concise to serve the respondents from spending much time and feeling bored.

The respondents were made to respond to the items by ticking the appropriate column among the alternatives provided. The questionnaire was divided into four sections. Section one (1) comprised personal and demographic data (gender, age, academic and professional qualifications, and

years of teaching experience). The use of a 5-point Likert-type scale on teacher motivation, teacher job satisfaction and teacher retention captured sections two (2), three (3), and four (4), respectively. The 5-point Likert scale was graded as follows: 1 means severely disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means highly agree. The motivation instrument was adapted from Nhuta and Nhuta (2017), job satisfaction instruments were adapted from Aacha (2010), and teacher retention scales were adapted and modified from those of Locke, Smith, Kendall, Hulin and Miller (1964), which has been subscribed by Biason (2019).

Pre-test of Instrument

Pilot testing of the instrument was done with a few teachers from the Atebubu-Amanten Education District. Teachers of this district are considered for the pilot testing because Ghana Education Service conditions of service are applied to them. Therefore, they experience similar characteristics of job satisfaction and motivation. The preliminary administration of the questionnaire was to determine the strength and weakness of the instrument before undertaking the study. The pre-test of the instrument was deemed necessary because the study adapted the instrument's items from previous research on the subject area. Amedehe and Gyimah (2018) proposed that the study instrument be put to field-testing with a similar population of the subject of the study. The reason is that pre-test assists in correcting problematic items of the instrument that have been overlooked.

In agreement with the research requirement, the researcher pre-tested the questionnaire items that were rectified and approved by the supervisor with ten (10) teachers in the Atebubu-Amanten Education District. The

researcher considered these teachers because the majority of them share the same or similar conditions of service with those in the actual study area. This site was again chosen for the instrument pre-test in the sense of its nearness to the researcher. This sample size was deemed suitable as it is in line with Saunders et al.'s (2016) based line requirement of 10 for pilot studies. The

pilot testing result indicated that the respondents' instructions and scale items were clear. This resulted in the retention of all study's scale items.

Reliability and Validity of the Instrument

Reliability and validity help the credibility of the research. According to Nitko (2001), the validity of an instrument is the soundness and appropriateness of the interpretations and the use of the assessment results. The data gathering instrument was reviewed to ensure its validity to the study. The researcher's supervisor together with other experts in the Department of Guidance and Counselling, Faculty of Educational Foundations at the University of Cape Coast, assisted in ensuring the reliability and validity of the instrument.

Again, as shown in Table 3, Cronbach's Alpha coefficient was brought to being on the pre-test data to validate the internal consistency of the study components. In earlier research, was found that reliable scales have Cronbach's Alpha coefficient of 0.70 or more (Tavakol & Dennick, 2011). Relying on this threshold, it was established that all the study's constructs have satisfactory internal consistency. Table 3 presents details of the reliability coefficient

Table 2-Computed Reliability Coefficients for the instrument Pre-test

Dimensions	No. of items	Cronbach Alpha
Motivation	14	.782
Job Satisfaction	16	.864
Retention	7	.845

Source: Field Data, (2021)

Data Collection Procedures

The researcher collected an introductory letter from the Department of Guidance and Counselling and sought ethical clearance from the Institutional Review Board of the University of Cape Coast. This guaranteed the researcher's credibility for the study. The procedures in acquiring the ethical clearance equipped the researcher to protect the participants' rights and dignity from all forms of abuse or violations of the data collection process. The researcher visited the selected school sites to seek permission from the school head teachers and arranged for convenient days and periods to administer the questionnaire. The teachers concerned were educated for insight into the need and purpose of the study. After that, the questionnaire items were given out to the teachers. The completed questionnaire items were collected that same day. To ensure that the responses collected were strictly from only professional teachers and avoid the shortage of samples required, the researcher issued questionnaires with more than 302 items so that those who indicated they were not professional teachers were excluded from the analysis.

Data Processing and Analysis

The IBM SPSS (version 25) and Smart Partial Least Square (version 3.3.3) software were employed for data entry and analysis. Using inferential statistics, partial least squares structural equation modelling (PLS-SEM)

software aided in processing and analysing the research's objectives. The choice of PLS-SEM was set up on its ability to examine the relationships between variables set in this research.

Structural Equation Modelling (SEM) is the second-generation statistical aid software which enables researchers to incorporate unobservable variables measured indirectly by indicator variables. According to Hair, Hult, Ringle & Sarstedt, (2016, p. 3), the SEM again helps to account for the measurement errors in observed variables". Partial Least Squares-Structural Equation Modelling (PLS-SEM) utilizes available data to establish the links of the path in the model to reduce the excess variance of the constructs originating internally. SEM comprises two key elements; measurement models and structural models. Measurement models are used for construct validation and scale refinement while structural model shows the relationships among the study constructs.

Also, the PLS-SEM approach helps researchers comprehend the links among the observed constructs (Hair et al., 2016). Besides, PLS-SEM determines path model connections that maximize the R^2 values of the endogenous variables (Hair Jr et al., 2016). PLS-SEM is also more useful under less developed theory conditions (Ravand & Baghaei, 2016; Ronkko & Evermann, 2013). Furthermore, Jeon (2015, p. 1639) has itemised several advantages that SEM has over other models such as regression. These advantages include: SEM uses "latent variables," which allows multiple indicators to capture constructs validly and reliably. Again, SEM allows the causal equation model among latent constructs to be clearer than regression; SEM allows one or more independent variables to be regressed on one or more

dependent variables. “Because SEM considers the observed variables and measurement error, it is possible to infer the causal relationship between pure constructs (latent variables)”. Also, SEM allows the use of multiple indicators. In SEM, measurement errors in the indicators do not affect latent constructs’ relations; “In SEM, more than one of external variables and endogenous variables are estimated simultaneously.” “In SEM, a researcher can show the direct, indirect, and total effect because” several external and internal variables can be estimated simultaneously.

PLS-SEM makes use of available data to create the nexuses of the path in the model to minimise the residual variance of the endogenous constructs.

Two sets of linear equations formally define PLS path models: the measurement model (also called the outer model) and the structural model (also called the inner model). According to Henseler, Hubona, & Ray (2016) and Hair, Risher, Sarstedt and Ringle (2019), whereas the measurement model spells out the relations between a construct and its observed indicators (also called manifest variables), the structural model specifies the relationships between the study’s constructs.

Hair, Hult, Ringle and Sarstedt (2017) postulated that the first step in evaluating PLS-SEM results involves examining the measurement models. Researchers need to assess the structural model if the measurement models meet all the required criteria. As with most statistical methods, PLS-SEM has rules of thumb that serve as guidelines to evaluate model results (Roldán & Sánchez-Franco, 2012; Hair et al., 2017). By their very nature, rules of thumb are extensive guidelines that recommend how to interpret the results, and they normally vary from one context to another.

Measurement Model Assessment

The first step in the reflective measurement model assessment examines the indicator loadings. Loadings above 0.708 are appropriate, as they show that the construct explains more than 50% of the indicator's variance, thus providing acceptable item reliability. Meaning, that indicators with loadings below the 0.708 thresholds were removed from the model unless their retention does not affect the overall reliability of the study constructs.

The second step is assessing internal consistency reliability, most often using Jöreskog's (1971) composite reliability. Higher values generally indicate higher levels of reliability. For example, reliability values between 0.60 and 0.70 are considered "acceptable in exploratory research," and values between 0.70 and 0.90 range from "satisfactory to good" (Hair et al., 2017, p. 112). Cronbach's alpha is another measure of internal consistency reliability that assumes similar thresholds but produces lower values than composite reliability (Diamantopoulos, Sarstedt, Fuchs, Wilczynski & Kaiser, 2012; Sarstedt, Ringle & Hair, 2017). Specifically, Cronbach's alpha is a less precise measure of reliability as the items are weighted.

In contrast, with composite reliability, the items are weighted based on the construct indicators' loadings, and, hence, this reliability is higher than Cronbach's alpha. While Cronbach's alpha may be too conservative, the composite reliability may be too liberal, and the construct's true reliability is typically viewed as within these two extreme values (Hair et al., 2017). As an alternative, Dijkstra and Henseler (2015) proposed rho_A as an approximately exact measure of construct reliability, usually between Cronbach's alpha and the composite reliability. Hence, rho_A may represent a good compromise if

one assumes that the factor model is correct. In this study, the researcher relied on the values of all the measures of internal consistency because they all met the satisfactory criteria of 0.70.

The third step of the reflective measurement model assessment addresses the convergent validity of each construct measure. Convergent validity is how the construct converges to explain the variance of its items (Hair et al., 2019). The metric used for evaluating a construct's convergent validity is the Average Variance Extracted (AVE) for all items on each construct. To calculate the Average Variance Extracted (AVE), one has to square the loading of each indicator on a construct and compute the mean value. An acceptable Average Variance Extracted (AVE) is 0.50 or higher, indicating that the construct explains at least 50% of its items' variance (Henseler et al., 2016).

The fourth step is to assess discriminant validity (the extent to which a construct is empirically different or distinct from other constructs in the structural model). Fornell and Larcker (1981) proposed the traditional metric. They suggested that each construct's Average Variance Extracted (AVE) compared to the squared inter-construct correlation (as a measure of shared variance) constructs other reflectively measured constructs in the structural model. The shared variance for all model constructs should not be larger than their Average Variance Extracted. However, recent research indicates that this metric is not suitable for discriminant validity assessment; thus, Henseler, Ringle & Sarstedt (2015) show that the Fornell-Larcker criterion does not perform well, particularly when the indicator loadings on a construct differ only slightly (e.g., all the indicator loadings are between 0.65 and 0.85). As a

replacement, Henseler et al. (2015) proposed the correlations' Heterotrait-Monotrait (HTMT) ratio. The HTMT is the mean value of the item correlations across constructs relative to the (geometric) mean of the average correlations for the items measuring the same construct. Discriminant validity problems are present when HTMT values are high, and as the rule of thumb value of the HTMT ratio, less than 0.85, connotes the nonexistence of discriminant validity problems (Henseler et al., 2015).

Structural Model Assessment

When the measurement model assessment is satisfactory, the next step in evaluating PLS-SEM results is assessing the structural model. According to Hair et al. (2019), the basic standard evaluation criteria to be considered in the structural model include the coefficient of determination (R^2), the predictive relevance (Q^2) (effect size or “blindfolding-based cross-validated redundancy measure”), effect size (f^2) and the statistical significance and relevance of the path coefficients. In the view of Hair et al. (2019, p. 11-12), “an R^2 measures the variance explained in each of the endogenous constructs and is, therefore, a measure of the model’s explanatory power. As an acceptable rule, R^2 of 0.25, 0.5 and 0.75 is considered as weak, moderate and substantial, respectively.” Besides, “a predictive relevance (Q^2) of 0.02, 0.15 and 0.35 is considered as small, medium and large, respectively.” Furthermore, “effect size (f^2) of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively.” Finally, a significant level of 5% or less or a t- statistic of 1.96 or higher is appropriate for a structural model.

Mediation Procedure in PLS-SEM

Mediation considers the presence of an intermediate variable or mechanism that transmits the effect of an antecedent variable to an outcome variable (Aguinis, Edwards & Bradley, 2016; Carrión, Nitzl & Roldán, 2017). Thus, the mediation model seeks to identify and explain the process that triggers an observed nexus between an independent and dependent variable. “Mediator variables absorb part of the relationship between an exogenous and an endogenous construct in the” Partial least squares path model. The mediation effect tested in this study is based on Nitzl, Roldan & Cepeda. (2016), a procedure developed to test mediation effects on PLS-SEM. The mediation analyses begin with testing the indirect effect (through the mediator) to assess the significance. Nitzl et al. (2016) propose that it is unnecessary to conduct separate tests for direct and indirect paths by applying PLS-SEM. A significant indirect effect is the only prerequisite for establishing a mediation effect. The significance of the direct effect determines the type of effect and or mediation. Hair et al. (2017) and Ramayah, Cheah, Chuah, Ting and Memon (2018) emphasised two different types of mediation, full and partial mediation. Partial mediation can be subdivided into complementary and competitive partial mediation.

Carrión et al. (2017) posit that a full mediation occurs when a direct effect is insignificant, whereas the indirect effect is significant. This indicates that the effect of the exogenous variable on the endogenous variable is completely transmitted with the help of the mediating variable. In complementary partial mediation, the direct and indirect effects point in the same (positive or negative) direction (Baron & Kenny, 1986). In a competitive

partial mediation, the direct and indirect effects point differently (Zhao, Lynch & Chen, 2010). There is no mediation when the indirect effect is not significant.

Additionally, Hair et al. (2017) argue that researchers may rely on the value of the Variance Accounted For (VAF), i.e., calculated as; $\text{total indirect effect}/\text{total effect} \times 100$) to interpret the types of mediation. The rule of thumb is that if the VAF is less than 20%, one should conclude that nearly zero mediation or no mediation occurs. A situation in which the VAF is larger than 20% and less than 80% could be characterised as a typical partial mediation, and a VAF above 80% indicates a full mediation (Hair et al., 2017). The researcher for the mediation analysis followed the procedure mentioned above for mediation analysis. Based on the nature and purpose of this study and the arguments made by the pioneer researchers, the PLS-SEM approach deems the most appropriate technique to be adopted for the current study's data processing and analysis.

Ethical Considerations

According to Creswell (2014), the researcher is obliged to ensure the safety and privacy of those participating in the study by providing valuable information. This can only be done by ensuring ethical consideration. Polit and Hungler (1995) explained that ethics in research are a system of moral values concerned with how research procedures adhere to professional, legal, and social obligations during the research. As a matter of ethical consideration, the research was guided by strict ethical considerations. The researcher sought ethical clearance from the Institutional Review Board of the University of Cape Coast to guarantee the researcher's credibility. The

procedures in acquiring the ethical clearance equipped the researcher to appropriately educate and protect the dignity of the participants from all forms of abuse or violations of the data collection process.

All the participants were informed about the research's aims and free to withdraw from participating in the research at any given point in time. The ethical consideration was strictly adhered to during and after the study. The teacher respondents and the authorities regarding the various schools and education directorates and the questionnaire administration obtained informed consent and permission. There was no space mandating the participants to write their names on the questionnaire for confidentiality and anonymity.

Chapter Summary

The research employed a descriptive survey design in the conduct of the study. The target population for the research consisted of all basic school professional teachers in the Ejura-Sekyedumase Municipality of Ghana. The questionnaire items, subjected to reliability and validity, were the instrument employed for data collection for the study. The researcher chose the questionnaire as a data collection tool because it offers broader coverage of the respondents and the subject matter, greater assurance of anonymity and is less expensive than other methods. Again, the choice of questionnaire as a tool for data collection was that the respondents could read and write. PLS-SEM approach was employed for the data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The overriding aim of this study was to examine the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana. This chapter was organized into three components. The initial part captured descriptions of the teachers' background features in the basic schools. The second section is composed of the assessment of the measurement and structural models of PLS-SEM that were developed to take care of the objectives of the study. The concluding portion held the discussions on the discoveries of the objectives.

Background Characteristics of the Respondents

The researcher assembled essential information concerning the respondents for the survey to understand their characteristics. As shown in Table 4, these characteristics are gender, age, academic qualification, professional qualification and several years in service. It appeared in the table that most of the study respondents were male 82.1 %, compared to the number of females (17.9%) sampled for the study.

Table 3-Background Characteristics of Respondents

Variable	Option	Frequency	Percentage
Gender	Male	248	82.1
	Female	54	17.9
Total		302	100
Age	20 - 25 years	9	3.0
	26 – 30 years	161	53.3
	31 – 35 years	68	22.5
	36 – 40 years	42	13.9
	41 – 45 years	15	5
	46 years and above	7	2.3
Total		302	100
Academic Qualification	Diploma	224	74.2
	First Degree	65	21.5
	Masters’ Degree	13	4.3
Total		302	100
Professional Qualification	Senior Superintendent II	118	39.1
	Senior Superintendent I	123	40.7
	Principal Superintendent	45	14.9
	Assistant Director II	13	4.3
	Assistant Director I	2	0.7
	Deputy Director	1	0.3
Total		302	100
Number of years	1 -5 years	151	50
	6 - 10 years	77	25.5
	11 - 15 years	54	17.9
	16 - 20 years	10	3.3
	above 21 years	10	3.3
Total		302	100

Source: Field Data, (2021).

Concerning the age distribution of the respondents, Table 4 depicted that the uppermost respondents fell within the age range of 26 – 30 (53.3%). The next age group with most respondents is 31 – 35 years (22.5%). Another important group noted was those within 36 – 40 years (13.9). A few of them were within the 41 – 45 years (5%) and 46 years and above (2.3%) age category. It is observed from the age distribution of the respondents that the

teachers in the study area fall within the youthful category. Referring to the academic qualification, the study laid out that more than half of teachers (respondents) depicting 74.2% acquired Diploma in Education Certificate. A number representing 21.5% of the teachers obtained Bachelor's-degree qualifications while 13 (4.3%) of them acquired Master's degree status.

Furthermore, the professional qualification of the respondent who participated in the study obtained the Senior Superintendent I status (40.7%), representing the majority, followed by Senior Superintendent II (39.1%). 14.9 % of them have risen to the Principal Superintendent status, and 4.3 % obtained Assistant Director II status. Assistant Director I constituted 0.7 %, and finally, Deputy Director covered 0.3 %. Again, from Table 4, the highest number of teachers who worked in the various basic schools was between 1–5 years (50%) while the least were those who worked within 16–20 years and 21 years above (3.3%).

Models Assessment

The analysis of the study's objectives was dependent on the acceptable benchmark in the measurement and structural models. As confined in the Figures and Tables, the measurement model (MM); indicator loadings (IL), internal consistency (IC), convergent validity (CV) and discriminant validity (DV) were first evaluated, followed by the structural model; correlation coefficient (R), coefficient of determination (R^2), significance (p: t-statistic) predictive relevance (Q^2), and effect size (f^2).

Measurement Model

The assessment criteria under the measurement model are comprised of indicator loadings (IL) or item reliability (IR), internal consistency reliability (ICR), convergent validity (CV), and discriminant validity (DV).

Indicator Loadings

The indicator acceptability on the Constructs of the results in Table 5 and subsequently in Figure 2 revealed that loadings were well done within the recommended criteria of 0.70 and above some of the indicators that loaded below the 0.70 thresholds were retained. Because of the argument raised by Hair et al. (2019), in circumstances where such items will not affect the overall reliability of the model, they can be maintained.

Table 4-Item Loadings

	Job Satisfaction	Motivation	Teacher Retention
Job Satisfaction			
BSTJS10	0.822		
BSTJS11	0.716		
BSTJS13	0.723		
BSTJS8	0.744		
BSTJS9	0.744		
Motivation			
BSTM2		0.715	
BSTM4		0.845	
BSTM5		0.781	
BSTM6		0.793	
Retention			
BSTR10			0.731
BSTR3			0.844
BSTR4			0.877
BSTR5			0.818

Source: Field Data, (2021)

From Table 5, loadings for motivation were between 0.715 – 0.845, loading for job satisfaction ranged from 0.716 – 0.822, while those for teacher retention were between 0.731 – 0.877. As a rule of thumb prescribed by Hair et al. (2017), the indicators shown in the Table were retained to ensure the reliability of the model.

Internal Consistency, Reliability and Convergent Validity

The assessment of internal consistency reliability of the constructs was done using the CA, rho_A and CR, while convergent validity was assessed using the AVE. The results presented in Table 6 evaluated how well the construct measured what they were supposed to measure.

Table 5-Construct Reliability and Convergent Validity

	CA	rho_A	CR	AVE
Job Satisfaction	0.806	0.811	0.866	0.564
Motivation	0.790	0.796	0.865	0.616
Teacher Retention	0.835	0.845	0.891	0.671

Notes: CA = Cronbach's Alpha; CR = Composite Reliability; CV = Convergent Validity; AVE = Average Variance Extracted.

Source: Field Data, (2021)

Composite Reliability (CR) is seen as the best measure of internal consistency; however, a cursory check of the values of all the other measures showed that the constructs' internal consistency reliability was achieved. It is because CA, rho_A, and CR values all met the accepted threshold of 0.708 or higher (Hair et al., 2017). Again, the constructs' convergent validity, which measured the extent to which the constructs shared a mutual relationship, was satisfactory. This was because Average Variance Extractors (AVE) values were reasonably higher than the minimum 50 per cent threshold ($AVE \geq 0.50$).

Discriminant Validity (DV)

Table 7 was used to confirm that motivation, job satisfaction, and basic school teacher retention were distinct constructs that measured different phenomena regarding the DV.

Table 6-Heterotrait-Monotrait Ratio (HTMT)

	Job Satisfaction	Motivation	Teacher Retention
Job Satisfaction			
Motivation	0.828		
Teacher Retention	0.795	0.670	

Source: Field Data, (2021)

As a rule of thumb, HTMT, a ratio less than 0.85, connotes the nonexistence of discriminant validity problems (Henseler et al., 2015). Observations emanating from the results of Table 7 indicated that constructs were well distinguished (Bold values < HTMT^{0.85}). Next is the structural model assessment.

Structural Model Assessment

After a successful evaluation of the measurement model, the next was the structural model assessment. Primarily, the structural model assessment was used to examine relationships between the constructs and conclusions were drawn from the study’s findings through the various objectives. The correlation coefficients (R), coefficient of determination (R²), significance (P), predictive relevance (Q²) and effect size (f²) were presented in Table 8.

Table 7-Structural Model Results of the Objectives

	Beta (R)	T	P	R ²	Q ²	f ²
	Statistics		Values			
Teacher Retention				0.440	0.290	
Job Satisfaction				0.550	0.307	
Job Satisfaction	0.547	9.613	0.000			0.240
Teacher Retention->						
Motivation-> Job Satisfaction	0.742	30.666	0.000			0.223
Motivation->Teacher Retention	0.146	2.302	0.022			0.017

Notes:

Coefficient of Determination (R²) of 0.25, 0.5 and 0.75 are considered weak, moderate, and substantial respectively;

Predictive Relevance (Q²) of 0.02, 0.15 and 0.35 is considered small, medium and large respectively;

Effect Size (f²) of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively.

Source: Field Data, (2021).

The various hypotheses were then tested based on the other results depicted in Table 8 and Figure 2.

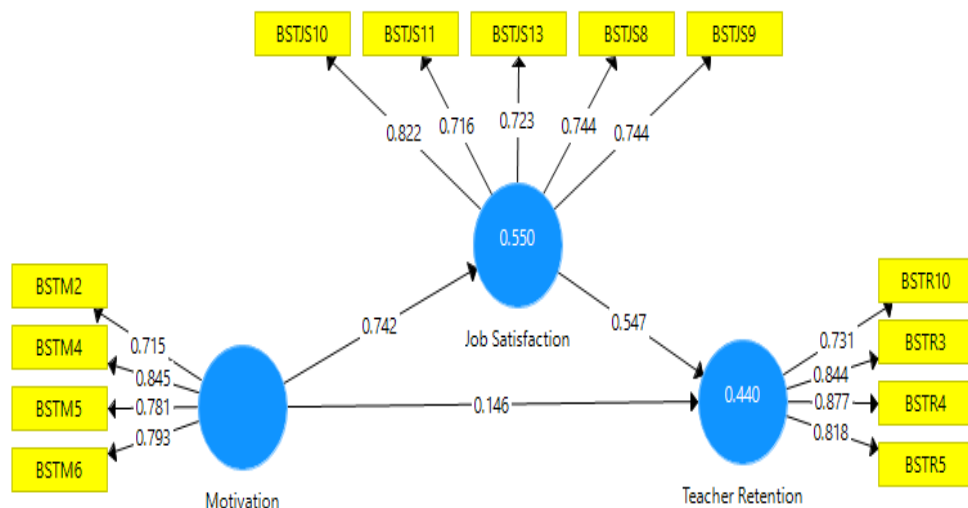


Figure 2-Structural Output

Source: Field Data, (2021).

The Impact of Motivation on the Basic School Teacher Retention

This section examined the research's first objective, thus, the impact of motivation on teacher retention. As portrayed in Table 8, the results indicated that motivation has a significant positive impact ($R=0.146$; $t=2.302$; $p=0.022$) on teacher retention. Based on R , the result implies that any unit improvement in the scores of motivations will lead to a 0.146 significant increase in the teachers' retention; thus, motivation is one of the significant antecedents of the basic school teachers' retention. Again, the value of the effect size ($f^2=0.017$) further implies that motivation has a small impact on the coefficient of correlation (R) and coefficient of determination (R^2) of teacher retention.

The Impact of Motivation on the Basic School Teacher Job Satisfaction

The second objective of the study analysed the impact of motivation on basic school teacher job satisfaction. Based on the results of the structural model as displayed in Table 8 and Figure 2, it could be established in the study that motivation plays a significant and positive influential role in the basic school teachers' job satisfaction ($R=0.742$; $t=30.666$; $p<0.000$). All other things being equal, a unit increase in the scores of motivation facilities will accord a 0.742 significant improvement in the basic school teachers' job satisfaction. This is because both the t-statistic ($t=30.666>1.96$) and the p-value ($p=0.000<0.05$), which determines the significance of the changes in a variable, were all within acceptable criteria. Furthermore, the coefficient of determination ($R^2 = 0.550$) shows that about 55 % of the changes in the teachers' job satisfaction were accounted for by changes in motivation. Finally, motivation had substantial predictive relevance ($Q^2=0.307$) and a

moderate effect or influence ($f^2=0.223$) on the coefficient of determination (R^2) of job satisfaction.

The Impact of Job Satisfaction on the Basic School Teacher Retention

The third objective of the study analysed the impact of job satisfaction on basic school teacher retention. Based on the evaluation of the measurement model, the results showed that item loadings, CA, rho_A, CR, AVE and HTMT ratio all met the rule of thumb for assessing indicator reliability, internal consistency, convergent validity and discriminant validity, respectively as appeared in Tables 5, 6 and 7. On the other hand, it could be observed from Table 8 that the correlation between job satisfaction and basic school teacher retention was positive and significant at a 5% significance level, 2-tailed ($R=0.547$; $t=9.613$; $p<0.001$). Based on this score, it could be deduced that basic school teacher retention will improve significantly at a value of 0.547 any time there is a unit increase in the job satisfaction of teachers in basic schools. In the same fashion, it can be asserted that a unit fall in the job satisfaction scores will cause a corresponding decrease in basic school teachers' retention by 0.547. Similarly, the implications of f^2 (0.240) results proved that job satisfaction statistically has a moderate effect on the retention of basic school teachers.

Mediating Role of Job Satisfaction in the relationship between Motivation and Basic School Teacher Retention

The fourth objective of the study examined the mediating role that job satisfaction plays in the relationship between motivation and teacher retention in basic schools. Nitzl et al. (2016) postulated that mediation exists in a structural model when the direct (even though not a necessary condition) and

indirect (necessary) effects are significant. Hair et al. (2017) added that the mediation effect's extent is tested through Variance Accounted For (VAF), which equals the total indirect effect over the total effect. The authors provided that a Variance Accounted For (VAF) of less than 20% indicates no mediation, between 20% and 80% indicates partial mediation (complementary or competitive) and above 80% indicates full mediation. Following the mediation procedure established by prior researchers (Hair et al., 2017; Nitzi et al., 2016), the research presented results in the Tables that follow.

As already established in Table 8, motivation (direct) ($R=0.146$; $t=2.302$; $p=0.022$; $p<0.05$) and job satisfaction (indirect) ($R=0.547$; $t=9.613$; $p<0.001$; $p<0.05$) have significant positive relationship with basic school teacher retention respectively. The results showed that motivation has a significant positive link to basic school teachers through job satisfaction ($R=0.742$; $t=30.666$; $p<0.001$; Table 8). These results further indicated that motivation and job satisfaction harmoniously or jointly account for 44% of the variation in teacher retention in basic schools. Moreover, motivation through job satisfaction made a statistically significant moderate predictive relevance ($Q^2=0.0.290$) on basic school teacher retention values.

Given that both the direct and indirect link between motivation and job satisfaction in the basic school teacher retention was significant Variance Accounted For (VAF) was followed up to determine the extent of mediation in the structural model. Tables 9 and 10 were deployed to calculate the Variance Accounted For (VAF) as already espoused by Hair et al. (2016).

Table 8-Total Indirect Effects

	Job Satisfaction	Motivation	Teacher Retention
Job Satisfaction			
Motivation			0.406
Teacher Retention			

Source: Field Data, (2021)

Table 9-Total Effects

	Job Satisfaction	Motivation	Teacher Retention
Job Satisfaction			0.547
Motivation			0.552
Teacher Retention			

Source: Field Data, (2021).

According to the results displayed in Tables 10 and 11, the (Variance Accounted For) VAF ($0.406/0.552*100 = 77.77\%$) result of 77.77 % indicated that job satisfaction partially mediates the relationship between motivation and basic school teacher retention. Consequently, it can be asserted that 77.77% of motivation's effect on teacher retention is explained via the mediation role of job satisfaction. The specific indirect effects (Table 11) thus, job satisfaction mediates the relationship between motivation and basic teacher retention further confirmed this result.

Table 10-Specific Indirect Effects

	Beta	T	P	2.5%	97.5%
	(R)	Statistics	Values		
Motivation -> Job	0.406	9.256	0.000		
Satisfaction -> Teacher Retention				0.323	0.490

Source: Field Data, (2021)

Based on the specific indirect effect (Beta=0.406; $p < 0.001$; $p < 0.05$) with lower (2.5%) and upper (97.5%) confidence intervals in Table 11, hypothesis four has been supported in the study.

Discussion

Hypothesis 1

Hypothesis one was supported in the study based on the research findings. The results proved that motivation favours the retention of basic school teachers. The stakeholders can achieve retention by focusing on instituting satisfactory conditions of service for the teachers. These practices can include equitable and satisfactory salary, achievable tasks, insurance schemes, residential accommodation facilities, scholarships for speciality and professional development, attractive promotion packages and retirement plans. It is because motivating the basic school teachers can make them feel intrinsically and extrinsically rewarded for their efforts for retention.

The research findings affirm Maslow's hierarchy of needs theory and Herzberg's two-factor theory. The theorists state that employees would be motivated to exhibit certain behaviours, such as retention, when provided with amenities like food, shelter, recognition, and a good comparative salary. In the same dimension, the proponent of equity and social exchange theory asserted

that teachers are bound to be motivated for retention when there is fairness and satisfaction in contribution and rewards. Thus, stakeholders and management of the basic schools that show concern for the ultimate welfare of their teachers by giving good comparative salaries, seeking the teachers' professional development, assigning achievable responsibilities, and granting other fringe benefits achieve teacher retention as feedback. Hence, hypothesis one has been supported by the research findings. The findings of the research further corroborate with positions upheld in studies conducted by scholars such as Tawia-Armah (2010), Samuel and Chipunza (2009), Adeyemo (2017) and Boateng (2019) on motivation and teacher retention relationship. For instance, the research of Tawia-Armah (2010) revealed in their findings that teachers' motivation to reduce class size and provision of accommodation had a significant influence on teacher retention in Ghana. Furthermore, Adeyemo (2017) concluded in their study that motivation was a significant predictor of teacher retention in colleges of education in Nigeria.

Hypothesis 2

By the revelation of the result, hypothesis two has been supported. It can be concluded in the study that motivation affects the job satisfaction of basic school teachers significantly. This finding implies that to rejuvenate the job satisfaction of the basic school teachers for retention, there should be a provision of favourable conditions of service as motivation packages. This can be in the form of a good and equitable salary, achievable tasks, professional speciality development, and retirement benefits. As expressed in the findings of prior researchers (Arachchi & Edirisinghe, 2011; Nyakundi, 2012; Saleem et al., 2010; Tanjeen, 2013), the authors concluded that motivating teachers in

terms of prompt payment of salaries, recognition, and many others have the predictor power on the job satisfaction of teachers. Specifically, Arachchi and Edirisinghe (2011) found that most of the teachers in Sri Lanka were satisfied with the teaching profession as a result of granting autonomy and job security to teachers. Furthermore, Saleem et al. (2010) found those salary increments, allowances, bonuses, fringe benefits, and other compensations on regular and specific periods keep the employees' morale higher and make them more motivated, which leads to job satisfaction in the Nigerian secondary schools.

Hypothesis 3

From the research's findings, it could be expressed that hypothesis three has been confirmed. It means that basic school teachers are willing to remain with their respective levels of teaching to render their services when they perceive their profession to be satisfying. It could be illustrated further that when the basic school teachers derive satisfaction from their teaching job through the conditions of service factors, their retention will be high. The research findings confirmed on works of the previous researcher, such as Boyd et al. (2011), Sam et al. (2014), Cobbold (2015) and Kumedzro (2018), that job satisfaction is an important construct in sustaining the aspirations of employees within an educational institution. In conclusion, teachers usually quit teaching as a profession in public basic schools because they are not satisfied with their service conditions.

Hypothesis 4

The final hypothesis was supported in the study by indicating that job satisfaction mediates the relationship between motivation and teachers' retention. The result proved that although motivation significantly predicts

variance in teachers' retention in the basic schools sampled in the Ejura-Sekyedumase Municipality of Ghana, such influence is improved by job satisfaction among the basic school teachers. Simply put, job satisfaction among the teachers in basic schools can better improve the influence of motivation on teachers' retention. Thus, in the quest to motivate teachers in

basic schools for retention, stakeholders should ensure that motivational packages satisfy the needs of the teachers. It could further be concluded that suitable conditions of service as motivation in the form of a good equitable salary, accommodation facility packages, insurances, scholarship for professional speciality development and retirement benefits should get the teachers satisfied to lead to their retention. Concisely, the results suggested that basic school teachers get retained in the schools when they are satisfied with the motivational factors.

Empirically, this stance has been expressed by some previous researchers that collectively held the assertion that for motivation to improve better retention of the basic school teachers, it is important to ensure job satisfaction among the teachers (Liang & Akiba, 2017; Shah & Asad, 2018; Nazir, 2013). It also resolves the challenges that call for literature to be developed more in terms of other factors that inhibit motivation in solving teacher retention issues at the basic level of education.

Chapter Summary

The chapter was devoted to the results and discussions of the study. The respondents' background characteristics were first described, followed by analysing the various objectives through PLS-SEM. All the research

hypotheses were analysed, and findings were reported and supported by empirical investigations.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study aimed at determining the impact of motivation and job satisfaction on basic school teachers' retention in the Ejura-Sekyedumase Municipality of Ghana. The terminal chapter of this study constitutes the summary, conclusions, recommendations, and study suggestions. The researcher discussed the sub-titles developed from the results and the deductions drawn from the results. Inputs for policymaking and directions for future research reasons in the same or similar field were also made.

Summary

The dominant intention of this study was to examine the impact of motivation and job satisfaction on basic school teachers' retention in the Ejura-Sekyedumase Municipality of Ghana. Therefore, the researcher objectively examined four objectives to address the cardinal purpose of the study. This included:

1. Examine the impact of motivation on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana.
2. Determine the impact of motivation on basic school teacher job satisfaction in the Ejura-Sekyedumase Municipality of Ghana.
3. Examine the impact of job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana.

4. Analyse the role of job satisfaction in the relationship between motivation and basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana.

Research Hypotheses

1. H_{01} : There is no statistically significant relationship between motivation and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

H_{11} : There is a statistically significant relationship between motivation and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

2. H_{02} : There is no statistically significant relationship between motivation and the teachers' job satisfaction in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

H_{12} : There is a statistically significant relationship between motivation and the teachers' job satisfaction in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

3. H_{03} : There is no statistically significant relationship between job satisfaction and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

H_{13} : There is a statistically significant relationship between job satisfaction and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

4. H_{04} : Job satisfaction does not play a statistically significant role in the relationship between motivation and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

H₁₄: Job satisfaction plays a statistically significant role in the relationship between motivation and the teachers' retention in the basic schools in the Ejura-Sekyedumase Municipality of Ghana.

Related Literature Reviewed in the Study

The theories that underpinned this study were Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory of motivation, Social Exchange Theory, Vroom's Expectancy Theory, Adams' Equity Theory of Motivation, and The Theory of Reasoned Action. The concepts of the study: teacher motivation, teacher job satisfaction, and teacher retention, were also reviewed in chapter two. The prime concepts of the study (teacher motivation, teacher job satisfaction, and teacher retention) were subsequently presented diagrammatically for conceptual understanding.

Methodology

The researcher considered a quantitative approach and descriptive survey with positive philosophy for the study. Cluster sampling of probability sampling technique was used. Specifically, two-stage cluster sampling with a random number generator software technique was further used to draw 302 out of 1409 teachers as respondents from the selected clusters. Partial Least Squares - Structural Equation Modelling was used to test the corresponding hypotheses that preceded the objectives. Before the commissioning of the study, a pre-test with 50 teachers in the Atebubu-Amanten District Basic School was carried out to ensure the reliability and applicability of the scales. Questionnaires on teacher motivation, teacher job satisfaction and teacher retention were administered for the study after achieving reliability and applicability.

Summary of Findings

1. The first objective and hypothesis of the study examined the impact of motivation on basic school teachers' retention. The study result found a significant effect of motivation on basic school teachers' retention. The researcher summarily sensed that teachers would be willing to stay in the basic schools and render the needed services provided stakeholders and management of basic education (Ministry of Education and Ghana Education Service Council) will engage in motivating them with Ejura-Sekyedumase Municipality of Ghana as a reference point.
2. Another interesting finding of the study resulted from the second objective and hypothesis, which primarily determined the impact of motivation on the job satisfaction of basic teachers. The study disclosed that motivation valuably influences teachers' job satisfaction. That is to say, the level of job satisfaction is dependent on the motivation content of the teachers. It is therefore implies that teachers will only gain job satisfaction when their motivation packages, such as salary, promotion, and professional development are satisfactory.
3. The third objective and hypothesis examined the impact of job satisfaction on teachers' retention. The findings were consistent with previous research that job satisfaction significantly influences basic school teachers' retention. When the teachers have satisfactory conditions of service, working conditions and working environment, avoidable basic school teacher retention will improve substantially.

4. The study's findings indicated and confirmed the final objective and hypothesis that job satisfaction plays a mediating role in the relationship between motivation and teachers' retention in basic schools. Thus, the study implied that motivation significantly influences basic school teacher retention through the satisfaction of the motivational packages. Simply put, the greater the job satisfaction, the better the motivation for the basic school teachers' retention and vice versa.

Conclusions

The study examined the impact of motivation and job satisfaction on basic school teacher retention in the Ejura-Sekyedumase Municipality of Ghana. All the study hypotheses were validated as the previous empirical investigations. The study findings indicated that motivation influences basic school teacher retention significantly through job satisfaction. Again, job satisfaction significantly influences basic school teacher retention and plays a noteworthy function in linking motivation and retention of basic school teachers. The meaning is that satisfactory motivations have a substantive consequence on teacher retention. The researcher emphasized that stakeholders, leadership, and management of basic school education in Ghana need to focus on examining and designing conditions of service, conditions of work and working environment that motivate teachers satisfactory to maintain teachers in the basic schools of the teaching profession. These conditions of service may include equitable and satisfactory emoluments, residential accommodation, scholarship packages for professional development, insurance packages, and retirement benefits.

The researcher also concluded that basic school teachers' desire to remain at the basic school level to render the teaching service will improve or be sustained if their motivations will be satisfied. Hence, it is not enough to institute motivational packages, but the elements of the motivation should satisfy the teachers' needs. It, therefore, means that teachers' needs need to be investigated and motivation packages offered to them should capture their satisfaction to entice them to serve in basic schools. In this case, their advancement to pursue career-related programmes will not compel them to divorce being teachers in basic schools.

It can further be concluded that when basic school teachers are satisfactorily rewarded, they will be motivated to pursue further education and continuous professional training and specialization to the terminal point of academic pursuit and return to serve in the basic schools. This can also in no small measure improve basic school teacher retention.

Recommendations

The study's findings stimulated the following recommendations as antidotes to the teachers' retention problem in basic schools.

The principal stakeholders and management of basic schools (Ghana Ministry of Education and Ghana Education Service) bodies interested in education are recommended to recognize the need for teacher retention in basic schools.

Another recommendation is that stakeholders and management of basic education should emphasize the creation of reward systems that are comparatively equitable and satisfactory as motivation packages for the teachers, especially at the Ejura-Sekyedumase Municipality of Ghana. The

initial salary remuneration should be equitably attractive. The salary increment that comes with promotions and upgrading should be comparatively substantial. The basic school teachers should be encouraged to pursue further education and continuous professional training and specialization to the terminal point of schooling. If they do, higher academic qualifications like Master's and Doctorate degrees should be considered for promotion and upgrading with significant salary increments. This will motivate teachers with experience and higher academic and professional qualifications to remain in the basic schools of education to render effective educational service.

The researcher again recommended that stakeholders and management of basic education should arrange with teacher training institutions and give opportunities to basic school teachers to do subject specialization during their studies up to the terminal point of professional education. After the training, teachers should be made to teach subjects of their interest and capacity.

Apart from the regular salary, the researcher recommended that stakeholders and management of basic education should institute special and worthwhile allowances for designated responsibilities aside from the classroom teaching work as stimulus packages.

Furthermore, the organization of periodic consultative meetings and surveys will help to identify the needs and challenges of the basic school teachers. The researcher also counselled the education authorities in Ghana to engage the directors of education, teachers' heads or their representatives at the various Metropolitan, Municipal and District Assemble levels to draw up motivation packages that can satisfy teachers in special cases. The engagement

will help to reach a consensus on motivation, job satisfaction and teacher retention at the basic schools level in Ghana.

The Theory of Reasoned Action, Equity Theory, Expectancy Theory, Two-Factor Theory and Hierarchy of Needs Theory explained the source of human beings' motivation. The theoretical recommendation is that stakeholders and management of basic education should adopt the tenet and principles of these theories in an attempt to motivate basic school teachers satisfactorily for the teacher retention canker.

Implications for Counselling

The development of this study gave a prompt for the following guidance and consultation service to be considered to help deal with the teacher retention menace in the basic schools, particularly in the Ejura-Sekyedumase Municipality of Ashanti region, Ghana.

The available literature such as Buku and Tailor (2006), Namale (2012), and Bedu-Addo (2019) indicated that the economic and social revolution that occurred in the United States of America and Europe in the late 19th century and at the beginning of 20th century was the reason for vocational or career guidance and counselling. This guidance and counselling were to find a cure for motivation and job satisfaction that sprouted out of the industrialization revolution and its concomitants in the United States of America and Europe.

The Basic school teachers through the teacher unions like Ghana National Association of Teachers, National Association of Graduate Teachers-Ghana, and Coalition of Concerned Teachers are to seek professional guidance from the industrial and organizational psychologists and national labour union

on better conditions of service through the negotiation process. These professional bodies will reach out to the government and labour union on the need to satisfactorily motivate basic school teachers. The success of the negotiations could increase the motivation contents for job satisfaction for basic school teachers. By so doing, factors that pose threat to motivation and job satisfaction could be vaccinated to pave way for basic schoolteachers' retention.

The stakeholders of basic education need to also acknowledge and make provisions for teacher Employee guidance and counselling to meet both the intrinsic and extrinsic needs (motivation) of basic school teachers. This type of counselling helps teachers to address their personal, technical, and professional challenges that may interfere with their work performance.

Suggestions for Further Studies

The research examined how motivation and job satisfaction contextually conspire to impact the retention of basic school teachers in the Ejura-Sekyedumase Municipality of Ghana. The study examined only one Municipality out of the many Metropolitans Municipals and Districts (MMDs) in Ghana. Thereupon, the result from this study could not be used to draw a general conclusion crosswise all MMDs or all schools' levels across the nation else it will be deceptive.

The researcher accordingly suggested that replicated studies should be conducted in other school settings to aid the validation of the generalisation of findings.

Additionally, the researcher suggested that replicated studies should be conducted by using other approaches, methods, techniques and analyses other

than those resorted to in the analyses of the impact of motivation and job satisfaction on basic school teacher retention.

Again, the researcher proposed that a study should be conducted on teacher retention on basic school effectiveness and the impact of motivation and job satisfaction on basic school effectiveness.



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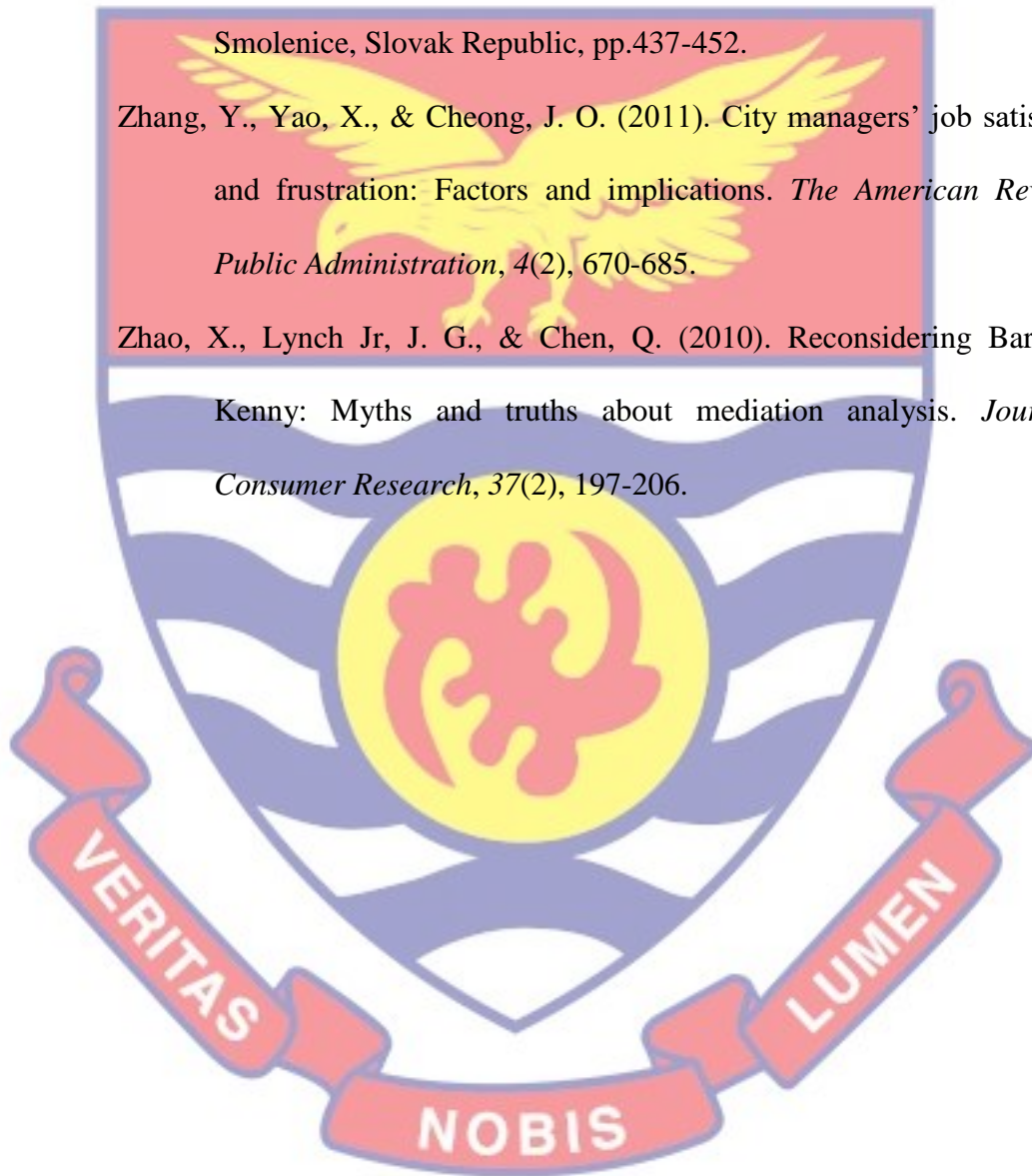
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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

QUESTIONNAIRE

Dear Respondent,

The questionnaire is aimed at helping the researcher to collect data on motivation and teacher retention at the Ejura-Sekyedumase Municipality through the mediating role of job satisfaction. Every response will be treated as confidential, and anonymous. You are humbly requested to provide objective and real responses to the items.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

Please read each item carefully and indicate your response by ticking [] the appropriate response(s).

1. Gender

Male [] Female []

2. Age:

20- 25 years [] 25 - 30 years [] 31 - 35 years [] 36 - 40 []

41 – 45 [] 45 and above []

3. Academic qualification:

Certificate [] Diploma (professional [])

Diploma (non-professional []) First Degree (Professional) []

First Degree (non-professional) [] Master's Degree (Professional) []

Master's Degree (non-professional) []

4. Professional qualification:

Senior. Superintendent II Senior. Superintendent I

Principal Superintendent Assistant Director II

Assistant Director I Deputy Director

5. No. of years worked with Ghana Education Service.

1-5 6 -10 11- 15 16- 20

21 above

SECTION B: TEACHER MOTIVATION (Nhuta & Nhuta, 2017)

The following statements relate to your perception of your motivation at work.

Please tick the most appropriate response (1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree).

Statement	Please tick				
	1	2	3	4	5
1. Teaching gives me a great deal of job satisfaction					
2. I enjoy teaching as an activity					
3. The challenging nature of teaching has kept me in the profession					
4. Teaching is a competitive profession in this country (Ghana)					
5. Teaching gives me recognition and respect from the society					
6. I have opportunities for career development in the teaching profession					
7. The responsibilities I perform in the school make me feel significant in the school community					

8. Teaching is one of my goals in life	1	2	3	4	5
9. I feel being more useful as a teacher than in any other profession	1	2	3	4	5
10. Teaching enables me to interact with different people and understand them	1	2	3	4	5
11. Teaching helps me to expand my knowledge base	1	2	3	4	5
12. Teaching increases my confidence level	1	2	3	4	5
13. Teaching increases my psychological balance	1	2	3	4	5
14. I have enough time for other things	1	2	3	4	5

SECTION C: JOB SATISFACTION (Acha, 2010)

The following statements relate to your job satisfaction at work. Please tick the most appropriate responses (1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree).

Statement	Please tick				
1. I am satisfied with the salary that I receive from my work.	1	2	3	4	5
2. I am satisfied with the other benefits that I receive from the teaching service apart from the salary.	1	2	3	4	5
3. I am satisfied with the bonuses/rewards given for excellent performance.	1	2	3	4	5
4. I am satisfied with my daily hours of work	1	2	3	4	5
5. I am satisfied because there is a degree of independence associated with my work roles.	1	2	3	4	5
6. I am satisfied at work because I am recognized for the	1	2	3	4	5

good work accomplished.					
7. I am satisfied because there is an adequate opportunity for periodic changes in duties.	1	2	3	4	5
8. I am satisfied with my work because there are opportunities for promotion.	1	2	3	4	5
9. I am satisfied with my work because there is support for additional training.	1	2	3	4	5
10. I am satisfied with my work because there is an opportunity to learn new skills	1	2	3	4	5
11. I am satisfied at work because I can be promoted based on my academic/educational qualification like Masters and PhD	1	2	3	4	5
12. I am satisfied with the subjects I teach in the school	1	2	3	4	5
13. I am satisfied with the subjects I teach because I have received adequate training in them.	1	2	3	4	5
14. I am satisfied with the number of subjects I teach at school	1	2	3	4	5
15. I am satisfied with the classroom work apart from teaching	1	2	3	4	5
16. I am satisfied with the extra duty allowance	1	2	3	4	5

SECTION D: TEACHER RETENTION (Locke, Smith, Kendall, Hulin & Miller, 1964)

The following statements relate to your job retention. Please tick the most appropriate response (1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree).

Statement	Please tick				
1. I want to stay in the teaching profession at the basic school level because there is career advancement for me up to PhD level	1	2	3	4	5
2. I want to stay in the teaching profession at the basic level because there are retirement benefits (retirement plan apart from SSNIT)	1	2	3	4	5
3. I want to stay in the teaching profession at the basic level because there is salary equality across all sectors	1	2	3	4	5
4. I want to stay in the teaching profession at the basic level because the job description matches my skills, experience, educational and professional training	1	2	3	4	5
5. I want to stay in the teaching profession at the basic level because I received social recognition, value and prestige	1	2	3	4	5
6. I want to stay in the teaching profession at the basic level because I am comfortable with the number of subjects I teach.	1	2	3	4	5
7. I want to stay in the teaching profession at the basic level because extra duty gives me extra allowance	1	2	3	4	5

THANK YOU FOR YOUR TIME.

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/Vol.1/ 141
Your Ref:



26th November, 2020

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Solomon Nleguribi Dimbu a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Influence of Teacher Motivation and Job Satisfaction on Teacher Retention in Ejura-Sekyedumasi"*. We are by this letter affirming that, the information he will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

NOBIS

APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

26th November, 2020

The Chairman
Institutional Review Board
U. C. C.
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Solomon Nleguribi Dimbu a student from the Department of Guidance and Counselling, University of Cape Coast. He is pursuing M.Phil in Guidance and Counselling.

As part of his requirement, he is expected to work on a thesis titled:

*Influence of Motivation and
Job Satisfaction on Teacher
Retention at Ejura-Sekyedumale,
Ghana*

He has successfully defended his proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide him the necessary assistance for ethical clearance for his study.

Thank you.

A handwritten signature in blue ink, appearing to read 'Stephen Doh'.

DR. STEPHEN DOH FIA
HEAD OF DEPARTMENT

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES-ERB/ucc.edu/US/21-77

Date: 2nd February, 2021

Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

The bearer, Solomon N. Dimbu, Reg. No. 11/GCP/16/0047 is an
M.Phil. / ~~Ph.D.~~ student in the Department of Guidance
and Counselling in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to
undertake a research study on the topic:

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Influence of motivation and job satisfaction on
basic school teacher retention at
Fura- Sekye Dumase, Ghana.

Secretary, CES-ERB
Prof. Linda Dzama Forde
lfordel@ucc.edu.gh
0244786680

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)