UNIVERSITY OF CAPE COAST

THE INFLUENCE OF MOTIVATION, JOB SATISFACTION AND ORGANISATIONAL COMMITMENT ON INTENTION TO QUIT AMONG TEACHERS IN SELECTED PUBLIC SENIOR HIGH SCHOOLS IN TAMALE

IBRAHIM SULEMANA

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ORGANISATIONAL COMMITMENT ON INTENTION TO QUIT

AMONG TEACHERS IN SELECTED PUBLIC SENIOR HIGH SCHOOLS

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BY

IBRAHIM SULEMANA

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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 Name: Ibrahim Sulemana

Candidate's signature ………………………. Date …………………..

Supervisors' Declaration

We 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.

Principal Supervisor's Name: Dr. Cynthia, Sena Kpeglo

Signature………………………… Date…………………………

Co-Supervisor's Name: Mr. Isaac Kosi

Signature………………………… Date…………………………

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ABSTRACT

The study examined the influence of motivation, job satisfaction, organisational commitment, and intention to quit teaching among teachers in Public Senior High Schools in Tamale Metropolis. The cross-sectional design was adopted in the study. A representative sample size of 203 was selected for the study using self-administered questionnaires. Descriptive statistics including means, standard deviations, frequencies and percentages were used to summarise the data characteristics. The one-way analysis of variance (ANOVA) and independent samples t-test were used to explore the differences in demographic characteristics and intention to quit. Multiple regression analysis was conducted to ascertain the influence of motivation, job satisfaction and organizational commitment on teachers' intention to quit.

The results revealed that most teachers were motivated to go into teaching because of job security and opportunity for training and development. In addition, significant differences in intention to quit were established regarding sex and years of experience. Further, job satisfaction made the most significant but negative contribution to intention to quit. Consequently, it is recommended that incentive packages should be given to teachers by Ghana Education Service to motivate them to stay in the teaching profession. School administrators and stakeholders in education should encourage teachers and give them some resources to support them in their teaching.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to Rahaina Tahiru (Wife), Kenyiti A. Sulemana, Borenyi H. Sulemana (Children), Samuel Sulemana Mahama (Late Father) and Faustina W. Kokem (mum) and relatives for their support.

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GDP	-	Gross Domestic Product
GES	-	Ghana Education Service
GMET	-	Ghana Meteorological Service
GNAT	-	Ghana National Association of Teachers
GSS	-	Ghana Statistical Service
IQ	-	Intention to Quit
JS	-	Job Satisfaction
M	-	Motivation
OCQ	-	Organisational Commitment Questionnaire
POS	-	Perceived Organisational Support
SPSS	-	Statistical Product and Service Solutions
TEWU	-	Teachers and Educational Workers Union

CHAPTER ONE

Background to the study

Introduction

Employee turnover has come to gain greater attention of most governments and organisations all over the world because they have faced this problem at some stage of their development (Zahra, Irum, Saad & Chishti, 2013). Organisations and governments place importance on employee turnover because of its numerous negative consequences on organisations if the rate of employee turnover is high. The cost associated with turnover is not only in terms of training and development but also in terms of work disruption and demoralisation of remaining employees.

Intention to quit has been acknowledged to be the best predictor of actual turnover (Micheal & Spector, 1982; Mobley, 1977; Horn & Griffeth, 1995). Mobley, Griffeth, Hand and Meglino (1979) observed that behavioural intentions to stay or leave are consistently related to turnover behaviour. Turnover intention is a multifaceted phenomenon that depends on various factors. Increasing body of research on employee turnover behaviour indicates that, tenure, job satisfaction, age, and organisation commitment are consistently related to turnover intentions and the actual turnover (Jonathan, Thibeli, & Darroux, 2013; Samad, 2006; Mbah & Ikemefuna, 2012).

Intention to quit is defined as conscious wilfulness of employees to seek for other alternatives in other organisations (Tett & Meyer, 1993). They

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are seen as mental decisions prevailing between an individual's disposition to a job regarding the question of whether to continue or leave the job (Jocobs & Roodt, 2007). This means that, intention of employee to quit is an indication of the level of job dissatisfaction and the commitment of the employee in the organisation which is influenced by motivation (Mbah & Ikemefuna, 2012).

According to Armstrong (2010), in studying employees' turnover and job retention, certain motivational theories are employed. Three motivational theories that are very important in any literature review discussing employee turnover include Maslow's hierarchy of needs, Herzberg's two-factor theory, and theory X and theory Y by McGregor (Armstrong, 2010; Robbins & Judge, 2007; Steer & Black, 1994). Maslow's theory of need is based on the assumption that people are motivated to work by certain needs. According to Herzberg's two-factor theory, certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. McGregor's theory X proposed that employees are passive and even resistant to organisational needs unless there is some kind of intervention by management. Theory X suggest that by nature, human beings dislike work; that they must be forced into achieving goals; and that they will avoid responsibilities and display little ambition (Robbins & Judge, 2007). Theory Y, on the other hand, is a more positive view based upon the assumptions that employees can be viewed as beings as natural as work or play; that they will exercise self-direction if they are committed to organisational objectives; that the average person can learn to accept and even seek responsibility; and that many employees through an organisation have the responsibility and the ability to make innovative decisions and not just those in management role (Robbins & Judge, 2007).

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Globally, one of the critical sectors of the economies of most countries is the educational sector. At the centre of this sector are teachers since the quality of education depends on the availability of well qualified and motivated teachers. Teachers play a critical role in national development. Robinson (1981) stated that teachers are a crucial factor in the development of a nation. They are in a privileged position to break the cycle of poverty, ignorance and prejudice in a manner likely to be accepted by the population concerned; while the multiplier effect of their occupation singles them out as a valuable investment at a time of crushing demand and limited resources.

However, in developing countries, turnover of teachers in the public education sub-sector results in understaffing in public schools which is a disturbing phenomenon (Mohan, 2010). The high turnover of teachers is traceable to unchecked intention of teachers to quit for other well paid jobs in either private education subsector or other sectors which are perceived to have better motivation for employees [Ghana National Association of Teachers and Tertiary Education Workers Union] (GNAT & TEWU, 2009).

Teacher's intention to quit from job is assumed to be associated with low job satisfaction and poor organisational commitment (GNAT & TEWU, 2009). According to Mohan (2010), teaching was viewed as a noble and respectable professional and many people held teachers in high esteem. Today, with many professions being valued higher by society, teaching has become low esteemed and hence teacher's turnover (GNAT & TEWU, 2009). Richey (1969) point out that the future and strength of any school system depends on the extent to which good teachers are recruited and retained in the profession.

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Teacher's motivation is a huge factor that will determine success of schools and how close they will come to achieving their full potential.

In Ghana, teachers have expressed their dissatisfaction about levels of remuneration, condition of service, fringe benefits and others in the public education sector through strikes and boycotts. However, government of Ghana has put in place several strategy and policies to attract qualified personnel into teaching and to retain them. The budget allocation for education subsector to the ratio of Gross Domestic Product (GDP) has increase from Ghc3.8 million in 2000 to about Ghc5.6 million in 2008 (Budget statement, 2001, 2009).

Other packages include incentives packages for rural teachers, upgrading of teachers training colleges into diploma status, migrating of teachers into single spine salary structure and providing them with laptops. According to GNAT and TEWU (2009), the ever increasing educational budget has not reflected in pay and conditions of service of teachers. It is yet to be established how these motivational packages influence teachers' job satisfaction and their retention.

Statement of the problem

In Ghana as in many other African countries, quitting of jobs among teachers is a pervasive phenomenon. The Ghana National Association of Teachers and Teacher and Educational Workers Union (GNAT & TEWU, 2009), for instance lament that about 10,000 teachers leave the Ghana Education Service (GES) annually for various reasons. Among these reasons are motivation, job satisfaction and organisational commitment. Mueller, Boyer, Price and Iverson (1994) and Martin (2011) are of the view that job

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motivation and satisfaction are the most influential factors of intention to quit, whilst others also argue that organisational commitment does better (Mowday, Steery & Porter, 1979; Vander denberghe & Tremblay, 2008). Following from this, it is clear that literature is unresolved as to which of the factors is the best predictor of intention to quit.

The northern region of Ghana is one characterised with high rates of teacher turnover rate (GES, 2012), particularly Tamale Metropolitan Assembly. However, studies on the teachers' intention to quit in Ghana appear to be concentrated in the southern part with few dedicated to the northern sub-region. Moreover, though, the identified studies are efforts to resolve the problem of teacher retention, the simultaneous relationship among motivation, job satisfaction, organisational commitment and intention to quit have seldom been researched. Meanwhile an understanding of the linkages among the variables is critical to ensuring teachers retention. This is especially the case because various governments are striving to implement strategies to retain teachers (Mohan, 2010). This study therefore seeks to examine the influence of motivation, job satisfaction and organisational commitment on intention to quit teaching among teachers in public senior high schools in the Tamale Metropolis.

Objective of the study

The general objective of the study was to investigate the influence of motivation, job satisfaction, and organisational commitment on quit intentions of teachers.

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Specific objectives

Specifically, the study sought to:

1. Determine what motivates teachers to go into teaching in senior high schools;

2. Examine differences in teacher's intention to quit across demographic variables.

3. Assess the relationship between job satisfaction and teachers' intention to quit;

4. Examine relationship between organisational commitment and teachers' intention to quit.

Research question

1. What motivates teachers to go into teaching in the senior high schools?

Hypothesis

Based on the objective of the study the following hypotheses were formulated.

H_1: Teachers' intention to quit significantly varies by sex

H_0: Teachers' intention to quit does not significantly vary by sex

$H_{1:}$ Teachers' intention to quit significantly varies by years of experience

$H_{0:}$ Teachers' intention to quit does not significantly vary by years of experience

H_1: There is a significant negative relationship between job satisfaction and intention to quit.

H_0: There is no significant negative relationship between job satisfaction and intention to quit.

H_1: There is significant negative relationship between organisational commitment and intention to quit.

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H_0: There is no significant negative relationship between organisational commitment and intention to quit.

H_1: Job satisfaction significantly influences intention to quit than organisational commitment and motivation.

H_0: Job satisfaction does not significantly influence intention to quit than organisational commitment and motivation.

Delimitation of the Study

The study is limited to teachers in second cycle schools in the Tamale Metropolis. This scope of coverage was to help the researcher to do an in-depth examination of the related themes such as motivation, job satisfaction, organisational commitment, intention to quit, and turnover.

In this study, intention to quit and turnover are viewed as related phenomena, and motivation, job satisfaction and organisational commitment are also viewed as related issues. Thus, intention to quit is the dependent variable and motivation, job satisfaction, and organisational commitment are the independent variables in this study. Invariably the analysis involved ascertaining how intention to quit is influence by motivation, job satisfaction and organisational commitment.

Relevance of the Study

Theoretically, the study explains teachers' motivations in choosing to teach second cycle schools. It also unravels the complex relationship between teachers' intention to quit and how this is influenced by motivation, job satisfaction and organisational commitment.

The study has important implications for government policy and the lessons that flow from this study could shape Ghana government's teacher

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retention policies which may call for the putting up of much needed motivational packages to satisfy and retain teachers in public schools. The study may guide policy makers in Ghana Education Service and Ministry of Education in the formulation and implementation of pragmatic policies to motivate teachers to continue to stay in public second cycle institutions.

Finally, it may serve as literature and add up to the existing body of knowledge on motivation, job satisfaction, organisational commitment, and intention to quit, for future studies.

Limitations of the Study

The descriptive design was used for the study. Notwithstanding the strengths of descriptive survey, it has its own weaknesses. The main weakness of descriptive survey is that, it is not sufficiently comprehensive to provide answers. Also, the descriptive survey cannot establish cause and effect relationships. More so, the research cannot deduce conclusively the cause of the phenomena or predict what the future phenomena will be.

Although descriptive survey design in the opinion of McMillan (1996), cannot help the researcher to establish a causal relationship between variables, it was used to conduct this study because it enabled the researcher to observe, describe and interpret the prevailing factors that were associated with the topic under study. Moreover, the use of this design permitted the researcher to study and describe in a systematic manner, all factors as well as other events and conditions that already existed with regard to the issue under investigation.

Organisation of the Study

This report is organized into five (5) main chapters. Chapter one, which is an introductory chapter, comprises the background to the study,

statement of problem, objectives of the study, research questions, hypothesis, delimitation of the study, relevance of the study, limitation of the study and organisation of the study.

Chapter Two consists of review of related literature and researches related to the problem being investigated. Theoretical and conceptual framework is also presented in this chapter.

Chapter Three centres on the methodology of the study. It describes the research design, study area, population, sample and sampling techniques, data sources, research instrument, pre-testing, collection procedure, ethical procedures and data management and analysis.

Chapter Four presents the results of the study which includes interpretation and discussion of the findings. Chapter Five summarizes the study, draws conclusions and offers recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature on the issues the study sought to investigate. Literature is reviewed on the concepts of motivation, turnover, job satisfaction and organisational commitment. Also, intention to quit model, demographic variables and turnover, teacher's turnover issues, empirical review as well as conceptual framework are reviewed.

Motivation

It is important to look at the influence of motivation when discussing issues of employee turnover and retention, because motivation is one of the factors with greatest influence. Motivation is defined as a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration (Pinder & Latham, 2005). According to Stoke (1999), motivation is a human psychological characteristic that contribute to a person's degree of commitment. It includes the factors that cause, channel and sustain human behaviour in a particular committed direction. There are three motivational theories that are very important to literature review in discussing employee turnover. These theories include Maslow's hierarchy of needs, Herzberg's two-factor theory, and theory X and theory Y by McGregor (Armstrong, 2010; Robbins & Judge, 2007; Steer & Black, 1994).

Theoretical review

Maslow's Hierarchy of Needs

The theory of needs was pioneered by Abraham Maslow in the 1940s and it is the most popular content or needs theory. The theory is based on the assumption that people are motivated by a series of five universal needs. Maslow suggested that people are in a continuous state of motivation and that the nature of motivation is variable and complex. As one need is satisfied, another overlapping need assumes prominence and motivates further effort until satisfied, when yet another clamour for satisfaction. Hence, we should think of sequence or hierarchy of needs, rather than a simple list of human needs driving us on (Robbins, Judge, & Campbell, 2005).

The most fundamental of the need of individuals are labelled as physiological needs and include items such as food, water, sleep, sex and other bodily needs. The second most important level of needs is safety or security. This includes housing of some sort, clothing, and protection from physical and emotional harm (Robbins, Judge, & Campbell, 2005). The third level of needs is social needs. They are affection, love and belongingness. The fourth level of need is the ego and esteem needs. This include the desire for self- respect, reputation, prestige , status, recognition, fame, attention, appreciation, and glory (Steer & Black, 1994). The highest need in Maslow's theory is the self-actualisation needs; the need for self- realisation, continuous development, and the process of becoming all that a person is capable of becoming (Steer & Back, 1994). It is an important challenge for organisation to consider the employee needs as they implement organisational practices.

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Herzberg's two factor theory

Frederick Herzberg introduced the two factor theory also known as the motivation and hygiene factors theory in 1959. According to the theory, certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. The factors which are called motivators provide the employee with satisfaction and they include the work itself, achievement, advancement, responsibility, and growth. The other factors which are non-job-related factors that cause dissatisfying experience for employees includes company's policies, salary, co-worker relation, and style of supervision. These factors are called Hygiene factors (Steers & Black, 1994).

According to Herzberg (1959), the factor leading to job dissatisfaction are separate and distinct from those that lead to job satisfaction. Therefore, managers who seek to eliminate factors that can create job dissatisfaction may bring about peace but not necessarily motivate. They will be placating their workforce rather than motivating them. Therefore to motivate employees, they should be offered opportunities for promotion, recognition, responsibilities, personal growth and achievement (Robbins & Judge, 2007).

Theory X and theory Y

In 1960s, Douglas McGregor proposed that employees are passive and even resistant to organisational needs unless there is some kind of intervention by management. This is known as theory X. Theory X suggest that by nature, human being dislike work, that they must be forced into achieving goals, that they will avoid responsibilities, and display little ambition (Robbins & Judge, 2007). Theory Y, on the other hand, is a more positive view and is based upon the assumptions that employees can be viewed as being as natural as work or

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play, that they will exercise self- direction if they are committed to organisational objectives, that the average person can learn to accept and even seek responsibility and that many employees through an organisation have the responsibility and the ability to make innovative decisions and not just those in management role (Robbins & Judge, 2007). Although he proposed both views, McGregor believe that Theory Y assumptions were more valid than Theory X. From employee motivational perspective, organisational practices such as participative decision making and responsible and challenging jobs could be successful techniques.

The Concept of Teaching and Motivations for Teaching

Teaching is an activity which involves the creation of situations to facilitate learning; the impartation of knowledge, skills, attitudes and values to learners. It involves motivating learners to have interest in what is being transmitted to them (Tamakloe, Atta, & Amedahe, 1996). The importance of the teaching profession in any country cannot be overemphasized. Teachers play a critical role in development and nation building through developing, encouraging and guiding pupils' development (Masembe cited in Dzikunu, 2005).

Quality education depends largely on many variables including the availability of well-motivated teachers who do not have intentions to quit and are working with a long-term motive to stay in their present educational institutions and contribute to its success. Cheng (1993) reports that, of all the different factors which influence quality of education and its contributions towards national development, the quality, competence and character of the teacher are undoubtedly the most significant. He explained that nothing is so

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important than securing a sufficient supply of quality teacher to the profession, providing them with the best possible professional preparation and creating satisfactory condition in the classroom in which they can fully be effective.

People go into teaching either as a life-long career or as a stepping stone to other professions. Locke (1975) describes what he calls "attractors" that motivate teachers. The Interpersonal Theme: the feeling of wanting to work with people. The Service Theme: the desire to perform a special service to society. The Continuation Theme: the opportunity teaching offers. The Material Benefit Theme: job security and steady income. The Time Capability theme: the attraction of vacations and appeals of on-the-job hours.

Many teachers' motivation to go into teaching came from the influence of another teacher (Locke, 1975). Tamakloe et al., (1996) outline the following as reasons why people go into teaching, in developing countries: Economic motivations- people select teaching as a profession in order to earn a living. In many instances, people choose to become teachers as a last resort when they are unable to secure others jobs which offer higher salaries or which are more prestigious than teaching, as for example medicine or accountancy.

Stepping Stone motivations: people choose teaching because they believe it is a "stepping stone" to other occupations; such people enter into teaching in order to pursue further education under "study leave with pay". After their course, they serve for some time and then leave for other sectors of their choice.

Love for the Teaching Profession: some people are so imbued with love for teaching others that they choose to be teachers. Such people naturally like to

learn with children and adults. Preservation of Knowledge: other people take delight in preserving knowledge and transmitting it for the development of mankind. Monitoring Moral Standards: many individuals take up teaching because they want to instil in students the attitudes, values and habits which they think are enduring and worthwhile. The main target of those people is therefore to raise the moral and ethical standards of their students.

Osipow (1983) noted that one makes a choice based on the fact that he wants to maximise profit. This may not necessarily be financial but something of value to the person. People opt for teaching because of job security, social mobility, progress on the job, prestige, salary and conditions of service and self-concept. The assumption is that every individual has a number of alternative choices to make. Rewards can therefore be assigned to each of the alternatives and appraisal made to assess which qualification can be taken to stand the chance of securing the best alternative choice. Before making a decision, the parameters of success in one's choice must be examined. It is no doubt, involves the selection of alternatives at a particular point in time.

Osipow (1983) notes further that factors beyond human control influence people's vocational choizce. According to him, people have far less freedom in choice making and that what the individual does is what society expects of him. He also notes that chance factors influence man's decision making and that the organisation of society influences people's vocational choice. Added to this factor are economic opportunities. Osipow in this approach therefore claims that factors other than what an individual demands such as government policy can influence one's career choice. Chance factors

such as opportunity of getting appreciable salary and the community or locality one resides in can also influence an individual's vocational choice.

He notes further that to understand teachers' decision to remain or leave the teaching profession, it is necessary to take into account the following variables.

1. The personal characteristics of the teacher.

2. The degree to which the teacher is socially and professionally integrated into the teaching profession.

3. The satisfaction teachers derive from their careers; and

4. The external environmental influences impinging on the teacher's career.

The literature above suggests that the personality of the teacher, the satisfaction he derives from the teaching career and external factors that impinge on his career are those that one should know before one understands the teacher's decision of remaining or leaving the profession. Antwi (1992) observed that the best preparation in the world will not produce a teacher who can do a good job when conditions are poor.

Motivational variables

Motivational variables can be categorised into intrinsic and extrinsic variables. Herzberg (1959) contends that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internally generated and is driven by variables that are intrinsic to the work which Herzberg refers to as "Motivators". This Motivators or intrinsic variables include recognition, the work itself, advancement, responsibility, achievement, and growth. Equally, certain factors cause dissatisfying experiences to employees and non- job related variables

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(extrinsic). Herzberg called these variables "Hygiene" factors which, although do not motivate employees, must be represent at the work place to make employee happy. The Hygiene factors or dissatisfiers are organisational policies, salary, co-work relationship, and supervisor. The study will therefore look at both intrinsic and extrinsic motivational variables and how they influence teachers' job satisfaction and organisational commitment. They include:

Training and development

When employees are employed, it is important that they receive positive support from experienced ones. This is seen as "investment", based on the social exchange theory, which suggests that a person receiving a benefit is under strong normative obligation or rule to repay the benefit in some ways (McDonald & Makin, 2000). This implies that the employees often feel an obligation to repay the organisation for investing in them through training and development. When employees are ignored, they become the victim of divestiture. Training and development is an important component accrediting to higher levels of organisational commitment.

In a study that used motivational variables as a panacea for employee retention and turnover, Samuel and Chipunza (2009) found that training and development have significant influence on retention on both public and private organisations. Smit and Cronje (2002) and Hay (1999) found training and development as one of the major retention strategies being adopted by managers in retaining their best employees. Hay (1999) claims that lack of training and development of employee's skills is the major determinant of turnover in organisations.

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Compensation and benefits

Compensation is seen by researchers as among most important factors for most potential employees in considering accepting a job offer, however, what is not known or clear is the impact that pay has on employee retention (Barber & Bretz, 2000). Thus, the fact that an employee is satisfied with his pay upon hiring does not necessarily mean that he will continue to be satisfied with the pay for years to come. Currall, Towler, Judge and Kohn (2005) found that pay satisfaction is significantly related with the intention to quit of public school teachers. Pay satisfaction has also been found to be associated with increased organisational commitment, job satisfaction, and greater intention to stay (Lum, Kervin, Clarki & Sirola, 1998). It is evident that compensation is an important variable.

Employment benefits include variables such as health insurance, retirement, paid leave, paid maternity leave, and educational assistance to mention a few. These benefits have shown to bond employee to the employing organisation and have a strong correlation between benefits and turnover (Shaw, Jenkins & Gupta, 1998).

Job security

Job security has also been established to significantly influence employee retention (Samuel & Chipunza, 2013). Amar (2004) avers that job security is not a retention strategy for new generation of skilled employees. To this category of employees, job security is a positive feedback of their labour market worth and this makes them look for a daily proof that their work matters to the organisation.

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Recognition and reward for good performance

Samuel and Chipunza (2013) noted that recognition and rewards for good performance are significant determinants of employees' retention, in both private and public sector organisations. Employees with esteem and self-actualisation drives are motivated when they are appreciated and rewarded, not necessarily with money, but by openly acknowledging their achievements and contribution to organisational goals. According to Johnson (2000), most employees admit that lack of appreciation is the major factor in driving them to leave their organisations. This finding has been reinforced by Zetlin (2001) as he states that recognition and reward are among strategies used in retaining IT professional in an organisation.

The concept of turnover

Employee turnover is defined as the extent to which employees enter and leave a company in a given fiscal year (Society for Human Resource Management, 2012). It is measured as the ratio of the number of workers that had to be replaced in a given time period to the average number of workers (Agnes, 1999). As a ratio of the number of employees who have left during the period being considered divided by the average number of people in that organisation during the period, the entire process of turnover is also seen to include the process associated with filling a vacancy each time a position is vacated. Thus, the replacement cycle is known as turnover (Woods, 1995).

Turnover is also referred as an estimated probability of workers un-readiness to stay in an organisation (Cotton & Tuttle, 1986). Meanwhile Tett and Meyer (1993) regard turnover intentions as conscious wilfulness to seek for other alternatives in other organisation. Reviews on the antecedents of

turnover intentions have highlighted intent to leave rather than actual turnover as the outcome variable.

In other words, employee turnover is the series of actions taken from the employee leaving to his or her being replaced. It is often utilized as an indication of the company's performance and can easily be observed negatively towards the organisation's efficiency and effectiveness (Glebbeek & Bax, 2004). Price (1977) defined turnover as the ratio of number of organisational members of who have left during the period being considered divided by the average number of people in that organisation during the period. Mostly, managers refer to turnover as the entire process associated with filling a vacancy: each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is called turnover (Woods, 1995).

However, for the purpose of this study, "leaving" and "separating" are used to imply termination of an employment contract with a particular organisation. It is the rate at which employer loses or gains employees. Thus, employee turnover is not relatively new concept in management but a typical issue in human resources management that is presently attracting attention of public administration and industrial relations management practitioners across globe.

Type of Employee Turnover

Voluntary and involuntary

The separation of employees from an organisation may be due to voluntary or involuntary turnover. It is voluntary when the choice of leaving the organisation is initiated by the employee and involuntary where the

employee has no choice in their termination .It may lead to the following situation: dismissal, retrenchment /redundancy, retirement, long term sickness, physical and mental disability, moving / relocation abroad and death (Mbah & Ikemefuna, 2012).

Internal and External

Employee's turnover can also be classified as either internal or external. It is internal when employees leave the current assignment and take up new roles or positions within the same organisation. This could bring both positive and negative feelings. The feeling could be positive if the new position brings about increased morale from change of task and Supervisor; alternatively, it could be negative if the new position is project related or relational disruption like holding brief for a colleague in another location. The effect of this internal turnover may be important as to require monitoring just like the external turnover. Human resource mechanism such as recruitment policy and succession planned can be used to control internal turnover.

Impact of Employee Turnover on an Organisation

Turnover of employee can have both positive and negative impact on organisation. An employee leaving a company for whatever reason must have an effect on the organisation and the people that compose it. Employee turnover is expensive from a business point of view and Voluntary quits which represents an exodus of human capital investment from organisations and the subsequent replacement process entails manifold costs to the organisations. These replacement costs include for example, search of the external labour market for a possible substitute, selection between competing substitutes, induction of the chosen substitute, and formal and informal training of the

substitute until he or she attains performance levels equivalent to the individual who quit (John, 2000).

In addition to these replacement costs, output would be affected to some extent or output would be maintained at the cost of overtime payment. Asides from economic effect, uncontrolled employee turnover can actually have social and psychological effects (Mbah & Ikemefuna, 2012). Kaye and Jordan- Evans (2005) argue that, financial costs incurred due to turnover will be as much as two times their annual salary on average. Other costs are not necessarily financial in nature.

These can be described as indirect costs and include impacts such as reduced service to clientele, lost business to competitors, reduced employee morale and increased turnover by remaining employees, and potential loss of future leadership (Griffith & Hom, 2001). Shaw (2001) also studied the impact of voluntary turnover in regard to loss of social capital.

Social capital occurs when positive relationships are built between individuals. When that relationship is broken due to voluntary turnover, organisational performance can be negatively impacted. Those negative impacts can be a result of lost skills, broken teams, and broken relationships with clientele and stakeholders. Not all turnovers is bad for an organisation. Turnover is a natural part of organisational operations; less than five per cent turnover is actually considered unhealthy (Hurley, 2010). Turnover offers opportunity to keep the organisation dynamic by introducing employees with new ideas, new skills and personalities. It also allows an opportunity to replace marginal workers with more productive workers. When budgetary times are

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tight, turnover of employees can offer opportunities to reduce costs through salary savings until economic situations improve (Marcus, 1985).

Job satisfaction

Smith, Kendal and Hulin (1969) consider job satisfaction as the feelings a worker has about his or her job. Similarly, Middlemist and Hitt (1981) defined job satisfaction as a good or bad feeling that one has about his or her working environment. Job satisfaction has also been considered as the fulfilment or gratification that one has about his job (Hopkins, 1983)

As a measure of employees' feelings or state-of-mind regarding the nature of their work or work environment, job satisfaction can be grouped into; affective and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings employees have about various aspects of their job situation as well as jobs overall. Cognitive job satisfaction on the other hand is the extent of employees' satisfaction, feelings and responses, with particular aspects of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs (Thompson & Phua, 2012). The feelings are associated with the individual's perception of the differences between what is expected as a fair and reasonable return and what is actually experienced.

According to Moorman (1993), cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. As such, cognitive job satisfaction can be unidimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction assesses extent to which the facets of a job are

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judged by the job holder in comparison with objectives he/she had set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences (Moorman, 1993).

Bame (1991), on the other hand, is of the view that job satisfaction is a multidimensional phenomenon. It comprises a whole array of factors, which operate together to determine a worker's attitude towards his job and consequently some aspects of his general work behaviour. Greenberg and Baron (1993) refer to job satisfaction as individuals' cognitive, affective and evaluative reactions towards their jobs. Organ and Bateman (1991) also support this by arguing that job satisfaction represents the constellation of a person's attitudes towards or about the job he does. It is a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one attaches to these respective components, Rue and Byar (1986) also refers to job satisfaction as an individual's general attitude towards the job he performs..

From the above, it is quite clear that almost all the definitions assume the existence of individual needs. Satisfaction may, therefore, be seen as the result of the congruence between such needs and the job setting. This implies that all workers in an organisation (which includes teachers) have needs that must be fulfilled in order for them to be satisfied. For instance, in industry, workers' feelings or attitudes towards their job would be positive if their needs are met thereby leading to satisfaction.

In an organisation where worker's needs are met in terms of recognition, salary, conditions of service, involvement in decision-making and

good interpersonal relationships, workers would be satisfied and for that matter have positive feelings or attitudes toward their job. When this happens, worker's satisfaction would influence their performance thereby increasing their productivity level. The reverse would be the case if their needs were not met. To this end, for workers to be satisfied, motivation becomes a paramount importance to the issue of job satisfaction.

According to Moorman (1993) there are three practical points of view that illustrate the meaning of job satisfaction: First, is a valuable product of the society; second, is an early warning indicator at early stage for an organisation and third, can serve as a predictor of organisational behaviour. Similar to Moorman's point of view, Cranny, Smith and Stone (1992) found that job dissatisfaction could result in psychological frustration and low productivity. Job satisfaction plays a very critical role in attracting and retaining of employees' ability in an organisation (Brookfield, 1998). According to Brookfield, individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and will staying longer in organisation. According to the first study of job satisfaction as reported in literature, if the presence of a factor in the work setting lead to job satisfaction, then the absence of this factor will produce job dissatisfaction.

In discussing job satisfaction, Maslow's (1970) hierarchical need theory has been used to conceptualize worker motivation based on the five levels of needs. Maslow's theory constitute of five levels of individual needs: self-actualization and esteem needs at the top level whilst social, safety and physiological needs at the bottom. This theory has often been used. Hezberg's

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(1973) theory is based on two basic types of needs: 1) the need for psychological growth or motivating factors and 2) the need to avoid pain or hygiene factors. The motivating factors constitute elements like achievement and advancement. These are positive elements that contribute towards job satisfaction and motivation. Hygiene factors such as company or organisational policies, quality of supervision, working condition, salary, relationship with peers and subordinates, status and security are negative elements that could cause dissatisfaction at work.

In Hezberg's theory, job satisfaction and job dissatisfaction are totally separate dimensions. Therefore, improving a hygiene factor such as working conditions will not make people satisfied with their needs; it will only preventing them from being dissatisfied. Generally, Malsow's and Hezberg's theories emphasize the importance of the individual to the advancement of an organisation. The advancement indirectly will change individual's needs. In consequential, it will help individuals to put extra effort to continuously achieve their needs and satisfaction. Studies have consistently reported that job satisfaction is one of the factors or reasons for employee intentions to leave an organisation (Price, 2001).

Therefore, the identification of factors that relate and give impact on turnover intentions is considered as important due to some recent evidence that job characteristics and job satisfaction are more efficacious predictor of turnover intentions than is intention to remain (Kopelman, Greenhaus & Connolly, 1983). Most studies have focused on the great impact of attitudinal factors such as job satisfaction and organisational commitment on turnover intentions.

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Intention to quit and turnover is linked to employee job satisfaction. Intention to quit has been found in many studies to be highly correlated to both job satisfaction and organisational commitment (Tett & Meyer, 1993, Mohamed, Taylor, & Hassan, 2006, Mowday, Koberg, & McArthur, 1984). Employees who are satisfied with their jobs tend to stay, while those who are dissatisfied often look for new jobs. Thus, job satisfaction and turnover move in opposite directions; when job satisfaction is reported to be high, turnover is often low, and vice versa.

Organisational Commitment

The concept of organisational commitment has gained popularity in the literature on organisational and industrial psychology (Cohen, 2003). Early studies on organisational commitment view the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty (Porter, Steers, Mowday & Boulian, 1974). According to Porter et al (1974), an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organisation.

Porter et al (1974) further describe organisational commitment as one's attachment to an organisation, characterized by an intention to remain in it; identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf. This means that the extent to which an individual relates his or her own values and goals to that of the organisation form part of organisational commitment.

Another perspective on organisational commitment is the "exchanged-based definition" or "side- bet" theory (Becker, 1960; Alluto, Hrebiniak &

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Alonso, 1973). This theory holds that individuals' commitment to an organization is dependent on the position held, irrespective of the stressful conditions experienced. However, if they are given alternative benefits, they will be willing to leave the organisation for another. Mowday, Porter, Steers (1982) support the "side-bet" theory by positing organisational commitment as a behavior relating to the process by which individuals become locked into a certain organisation and how they deal with this problem. This behavioural aspect of organisational commitment is explained through calculative and normative commitments.

The calculative or normative perspective refers to an employee's commitment to continue to working for an organisation based on the cost and benefit of leaving an organisation (Hrebinak & Alutto, 1972). Wiener and Vardi (1980) view organisational commitment as a behavioural intention or reaction, determined by individuals' perspective of the normative pressure. Mayer and Allen (1984) initially viewed organisational commitment as two dimensional namely, affective and continuance. They defined the first dimension, namely affective commitment as "positive feelings of identification with, attachment to and involvement in the work organisation" (p.375). The second dimension which is continuance commitment is defined as "the extent to which employee feel committed to their organisation by virtue of the costs that they feel are associated with leaving" (p.376). Allen and Meyer (1990) further added a third dimension, called normative commitment.

Definition of organisational commitment

O'Reilly (1989), describes organisational commitment as "an individual psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation"(p.17). Organisational commitment from this view point is characterised by employee acceptance of the organisational goals and values, and their willingness to exert additional effort on behalf of the organisation (Miller & Lee, 2001). Cohen (2007, p. 10) states that "commitment is a force that binds an individual to a course of action of relevance to one or more targets". This general description of commitment relates to the definition of organisational commitment by Arnold (2005) namely that it is "the relative strength of an individual's identification with and involvement in an organisation"(p. 625).

Miller (2003) also states that organisational commitment is "a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership with organisation"(p.73). Organisational commitment is therefore, the extent to which an employee is willing to maintain membership due to association with the organisation's goals and values.

Furthermore, Morrow (1993) describes organisational commitment as characterized by attitude and behavior. Miller (2003) describes an attitude as "evaluative statement or judgments either favourable or unfavorable concerning a phenomenon" (p. 72). Organisational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organisation as an object of commitment (Morrow, 1993). Meyer, Allen and Gellantly (1990) also suggest that organisational commitment as an attitude is

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"characterized by a favourable positive cognitive and affective components about the organisation" (p. 711).

The second characteristic that is used to describe the concept organisational commitment is behaviour (Morrow, 1993). Best (1994) uphold that "committed individuals enact specific behaviors due to the belief that it is morally correct rather than personally beneficial" (p. 69). Reichers (1985) is of the view that "organisational commitment as a behavior is visible when organisational members are committed to existing groups within the organisation" (p.468). Therefore, organisational commitment is the state of being, in which organisational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation (Miller & Lee, 2001).

The adopted definition for this study corresponds with definitions by Meller and Allen (1991) mentioned above. According to this definition organisational commitment "is a psychological state that characterizes the employee relationship with the organisation, and has implications for the decision to continue membership in the organisation" (p. 67).

Organisational commitment model

Meyer and Allen (1997) use the tri-dimensional model to conceptualise organisational commitment in three dimensions namely, affective, continuance and normative commitments. These dimensions describe the different ways of organisational commitment development and implications for employees' behaviour.

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Affective commitment dimension

The first dimension of organisational commitment in the model is affective commitment, which refers to the individual's emotional attachment to the organisation. According to Meyer and Allen (1997) affective commitment is "the employee's emotional attachment to, identification with, and involvement in the organisation". Organisational members, who are committed to an organisation on an affective basis, continue working for the organisation because they want to (Meyer & Allen, 1991). Members who are committed on an affective level stay with the organisation because they view their personal employment relationship as consistent to the goals and values of the organisation (Beck & Wilson, 2000).

Affective commitment is a work related attitude with positive feelings towards the organisation (Morrow, 1993). Sheldon (1971) also upholds that this type of attitude links or attaches the identity of an individual to a particular organisation (Mowday et al, 1982). The strength of affective organisational commitment is influenced by the extent to which the individual's needs and expectations about the organisation are matched by their actual experience (Storey, 1995). Tetrick (1995) also describes affective commitment as "value rationality – based organisational commitment, which refers to the degree of value congruence between an organisational member and an organisation" (p. 589).

The organisational commitment model of Mayer and Allen (1997) indicates that affective commitment is influenced by factor such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, equity, personal importance, feedback, participation, peer

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cohesion, and dependability. Affective commitment development involves identification and internalization (Beck & Wilson, 2000). Individuals' affective attachment to their organisation's is firstly based on identification with an organisation. Secondly, through internalization, this refers to congruent goals and values held by individuals and the organisation. In general, affective organisational commitment is concerned with the extent to which an individual identifies with the organisation (Allen & Meyer, 1990).

Continuance commitment dimension

The second dimension of the tri- dimensional model of organisational commitment is continuance commitment as "awareness of the costs associated with leaving the organisation". It is calculative in nature because of the individual's perception or weighing costs and risks associated with leaving the current organisation (Meyer & Allen, 1997). Meyer and Allen (1991) further state that "employees whose primary link to the organisation is based on continuance commitment remain because they need to do so" (p.67). This indicates the difference between continuance and affective commitment. The later entails that individual's stay in the organisation because they want to.

Continuance commitment can be regarded as an instrumental attachment to the organisation, where the individual's association with the organisation is based on an assessment of economic benefits gained (Beck & Wilson, 2000). Organisational members develop commitment to organisation because of the positive extrinsic rewards obtained through the effort- bargain without identifying with the organisation's goals and values

The strength of continuance commitment, which implies the need to stay, is determined by the perceived costs of leaving the organisation (Meyer

& Allen, 1984). Best (1994) indicates that "continuance organisational commitment will therefore be the strongest when availability of alternatives are few and the number of investments are high" (p.71). This argument supports the view that when given better alternatives, employees may leave the organisation.

Meyer et al (1990) also maintain that accrued investments and poor employment alternatives tend to force individuals to maintain their line of action and are responsible for these individuals being commitment because they need to". This implies that individuals stay in the organisation, because they are lured by other accumulated investments which they could lose, such as pension plans, seniority or organisation specific skills.

The need to stay is "profit" associated with continued participation and termination of service is a "cost" associated with leaving. Tetrick (1995) support the profit notion by indicating continuance organisation commitment as an exchange framework, whereby performance and loyalty are offered in return for material benefits and rewards. Therefore, in order to retain employees who have continuance commitment, the organisation needs to give more attention and recognition to those elements that boost the employee's morale to be affectively committed.

Normative commitment dimension

The last dimension of the organisational commitment model is normative commitment. Meyer and Allen (1997) label normative commitment as a feeling of obligation to continue employment. Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organisation (Allen & Meyer, 1990). The authors further allude that

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employees with normative commitment feel that they ought to remain with the organisation. In terms of the normative dimension, the employees stay because they should do so or it is the proper thing to do.

Wiener and Vardi (1980) describe normative commitment as the work behavior of individual, guided by the sense of duty, obligation and loyalty towards the organisation. Organisational members are committed to an organisation based on moral reasons (Iverson & Buttigieg, 1999). The normatively committed employee consider it morally right to stay in the organisation, regardless of how much status enhancement or satisfaction the organisation gives him or her over the years.

The strength of normative commitment is influenced by accepted rules about reciprocal obligation between the organisation and its members (Suliman & Iles, 2000). The reciprocal obligation is based on the social exchange theory, which suggests that a person receiving a benefit is under a strong normative obligation or rule to repay the benefit in some way (McDonald & Makin, 2000). This implies that individuals often feel an obligation to repay the organisation for investing in them, for example through training and development.

Meyer and Allen (1991) contend that this moral obligation arises either through the process of socialization within the society or the organisation. In either case it is based on a norm of reciprocity. In other words if the employee receives a benefit, it places him or her, or the organisation under the moral obligation to respond in kindness.

Developing Organisational Commitment

Organisational commitment is a spontaneous process, which develops through the orientation of individuals to the organisation. The development process can be described based on stages and levels of organisational commitment.

Organisational commitment develops through stages, which are outlined by O'Reilly (1989) as compliance, identification and internalization. These stages are described below;

Compliance Stage

Compliance centralizes around the employee accepting the influence of others mainly to benefit from them, through remuneration or promotion (O'Reilly, 1989). At this stage, attitude and behavior are adopted not because of shared beliefs but simply to gain specific rewards. The nature of the organisational commitment in the compliance stage is associated with the continuance dimension commitment, where the employee is calculative with the need to stay in the organisation when evaluating the rewards (Beck & Wilson, 2000). This implies at this stage employees stay in the organisation because of what they received (Meyer & Allen, 1997).

Identification Stage

Identification occurs when employees accept the influence of others in order to maintain a satisfying self- defining relationship with the orgainsation (O'Reilly, 1989). Employees feel proud to be part of the organisation; they may regard the roles they have in the organisation as part of their self- identity (Best, 1994). Organisational commitment at this stage is based on the normative dimension (Meyer & Allen, 1997). The individual stays because he

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or she should and is guided by a sense of duty and loyalty towards the organisation.

Internalization Stage

Internalization which is the last stage, takes place when the employee finds the values of the organisation to be intrinsically rewarding and congruent with his or her personal values (O'Reilly, 1989). Organisational commitment at this level is based on the affective dimension (Meyer & Allen, 1997). The employee at this stage develops not only the sense of belonging but passion to belong to the organisation hence commitment is based on a "want to stay" basis. The values of the individual are therefore consistent with those of the group and the organisation (Suliman & Iles, 2000).

Levels of Organisational Commitment

There are different levels of organisational commitment which are related to the individual's development of the individual's organisational commitment (Reichers, 1985). The figure below indicates the levels of commitment when it is increasing and when it is decreasing. Employee's levels of commitment may move from a low level to a moderate level and continue to develop to a higher level of commitment (Reichers, 1985).

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An increasing level of commitment   A decreasing level of commitment

| Higher level of Organisational Commitment |

↑

| Moderate level of organisational Commitment |

↑

| Lower level of Organisational Commitment |

| Higher level of Organisational Commitment |

↓

| Moderate level of organisational Commitment |

↓

| Lower level of Organisational Commitment |
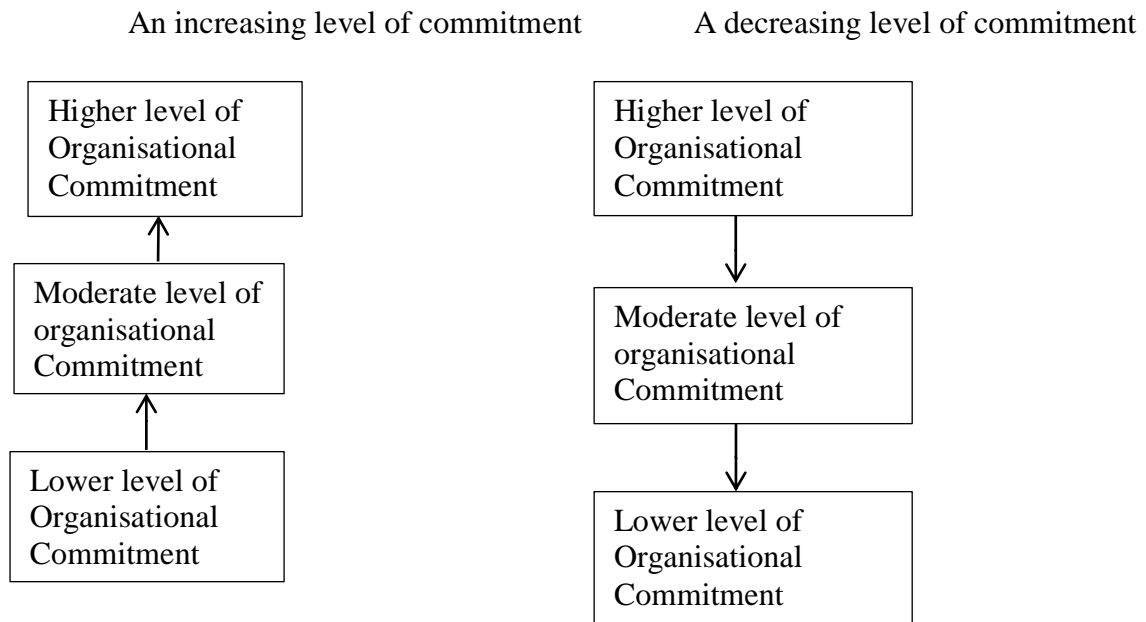
Figure 1: Levels of organisational development (Reichers, 1985).

The following is the description of the levels of organisational commitment:

Higher level of organisational commitment

A high level of organisational commitment is characterized by a strong acceptance of the organisation's values and willingness to exert efforts to remain with the organisation (Reichers, 1985). Miller (2003) states that high organisational commitment means identifying with one's employing organisation. The "will to stay" suggests that the behavioural tendencies at this level relate closely with affective dimension of commitment where individuals stay because they want to.

Moderate level of organisational commitment

The moderate level of organisational commitment is characterized by a reasonable acceptance of organisational goals and values as well as the willingness to exert effort to remain in the organisation (Reichers, 1985). This level can be viewed as a reasonable or average commitment, which implies partial commitment. The willingness to stay is an ascription of a moral

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commitment associated with the normative dimension of commitment (Meyer& Allen, 1997). The individuals stay in the organisation because they should do so.

Lower level of organisational commitment

The low level of organisational commitment is characterized by a lack of neither acceptance of oganisational goals and values nor willingness to exert additional effort to remain with the organisation (Reichers, 1985). The employee who operates on this level must be disillusioned about the organization. Such an employee may stay because he or she needs to stay for reasons associated with the continuance dimension (Meyer & Allen, 1997). Given an option they will leave the organisation.

Factors affecting organisational commitment

There are several factors that shape organisational commitment. These factors include the following: employment opportunities, personal characteristics, positive relationships and job related factors.

Employment opportunities

The existence of employment opportunities can affect organisational commitment (Curry, Wakefield, Price & Mueller, 1986). Individuals who have strong perception that they stand a chance of finding another job may become less committed to the organisation as they ponder on such desirable alternatives. Where there is lack of other employment opportunities, there is a tendency of high level of organisational commitment (Vandenberghe, 1996). As a result, membership in the organisation is based on continuance commitment, where employees are continuously calculating the risks of remaining and leaving (Meyer & Allen, 1997).

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Personal characteristics

Organisational commitment can also be affected by employee's personal characteristics such as age, years of service and gender (Meyer & Allen, 1997). Baron and Greenberg (1990, p 174) state that "older employees those with tenure or seniority, and those who are satisfied with their own levels of work performance tend to report high levels of organisational commitment than others". This implies that, the older people are seen to be more commitment to the organisation than other age groups.

Another personal characteristic that may affect organisational commitment is associated with gender (Meyer & Allen, 1997). However, it is argued that gender differences in commitment are due to different work characteristics and experiences that are linked to gender (Mathieu & Zajac, 1990).

Positive relationships

The organisation as a workplace environment is built up of working relationships, one of which is the supervisory relationship. According to Randall (1990), "the supervisory relationship can affect organisational commitment either positively or negatively" (p. 370). A positive supervisory relationship depends on how work – related practices such as performance management are implemented in the organisation. When individuals find the supervisory relationship to be fair in its practices, they tend to be more committed to the organisation (Benkhoff, 1997)

Job-related factors

Organisational commitment is an important job – related outcome at the individual level, which may have an impact on other job-related outcomes

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such as turnover, absenteeism, job effort, job role and performance (Randall, 1990). The job role that is ambiguous may lead to lack of commitment to the organisation and promotional opportunities can also enhance or diminish organisational commitment (Curry, Wakefield, Price & Mueller, 1996).

Organisational commitment and intention to Quit

One factor that may explain intention to quit is organisational commitment. It is the general attitude of the employee toward the organisation (Porter, Steers, Mowday, & Boulian, 1974). Organisational commitment has been defined as a psychological link between the employee and the employing organisation that makes it less likely that the employee will voluntarily leave the organisation (Allen & Meyer, 1996). It is recognized that commitment is an important predictor of employee behaviours such as turnover (Jaros, 1997). The theory of organisational commitment was developed by Porter, Steers, Mowday and Boulian (1974). Their definition of organisational commitment encompasses three components including "a strong belief in and acceptance of the organisation's goals, a willingness to exert considerable effort on behalf of the organisation, and a definite desire to maintain organisational membership" (Porter, Steers, Mowday, & Boulian, 1974, p. 604).

Meyer and Allen (1991) on their part expanded this theory by adding three components of commitment: affective commitment, continuance commitment, and normative commitment. Meyer and Allen (1997) defined organisational commitment as the: "emotional attachment to an organisation; its goals and values which results in willingness to exert optimal effort to achieve the organisational goals". Meyer and Allen (1991) developed a three dimensional model encompassing affective, normative and continuance

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commitment. Affective commitment was defined by Meyer and Allen (1997) as emotional attachment to an organisation, identification, and involvement that an employee has with the organisation and its goals. The second component, normative commitment, is an employee's feeling of obligation to continue working for an organisation. Employees with normative commitment sense that it is their moral responsibility to continue to work for an organisation (Jaros, 1997).

Normative commitment may be derive from societal expectations or family influences that have taught that one must be loyal to their employer. The third component, continuance commitment, is the willingness to remain in an organisation because of fright of forfeiting valued rewards; "non-transferable" investments such as retirement, relationships with other employees, or things that are special to the organisation. It takes into account the costs associated with leaving the organisation, such as the time invested by the employee or unfavourable economic conditions. Thus, employees affection to an organisation based on continuance commitment linger with the organisation because they need to continue the benefits they derive from the organisation.

According to Meyer, Allen and Smith (1993) Common to the three approaches is the view that commitment is a psychological state that (a) characterizes the employee's relationship with the organisation and (b) has implications for the decision to continue or discontinue membership in the organisation" (p. 539).

Commitment studies in the recent era have been conducted at an increasing pace for the past 35 years. Noted pioneers of commitment research

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in relation to organisational commitment and employee turnover, are Lyman Porter, Richard Steers, Richard Mowday, and Paul Boulian. Organisational commitment can be measured by looking at related behaviours or attitudes. Behavioural commitment focuses on the actions taken or significant contributions made by an individual that commits them to the organisation.

Attitudinal commitment on the other hand, is a psychological state where the individual identifies with a particular organisation and its goals, and wishes to maintain membership in order to facilitate the goals (Mowday, Steers, & Porter, 1979). In 1974, Porter, Steers, Mowday, and Boulian, looked at the attitudinal construct of organisational commitment and subsequently, developed a 15-item measure of employee organisational commitment, called the Organisational Commitment Questionnaire (OCQ). They proposed that organisational commitment could be categorized as: "(a) a strong belief in and acceptance of the organisation's goals and values; (b) a willingness to exert considerable effort on behalf of the organisation; (c) a definite desire to maintain organisational membership" (Porter, Steers, Mowday, & Boulian, 1974).

Many studies have been conducted in the area of organisational commitment. "Most empirical studies of organisational commitment have focused on affective commitment. This is because affective commitment is the strongest and most consistent predictor of organisationally desired outcomes such as employee retention" (Mohamed, Taylor, & Hassan, 2006, p. 514). Mayer and Allen (1996) found that affective commitment had strongest correlation to both employee intention to leave and actual turnover.

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Mayer and Allen (1991) also suggested that the OCQ can be utilized by researchers in interpreting affective commitment when measuring component of organisational commitment. It is therefore, important to study the affective commitment of employees as an indicator of attachment to the organisation as it relates to the intention to quit employment with the organisation. Because of this, OCQ would be utilised in this study to measure organisational commitment of teachers in Second cycle schools in Tamale Metropolis.

Job satisfaction and organisational commitment

Job satisfaction is an important component of an employee's commitment to their employing organisation. Mueller, Boyer, Price, and Iverson (1994) stated that "when employees are both satisfied with their jobs and committed to the organisation, the bond with the organisation will be strengthened and will result in greater cooperation and a reduced likelihood of quitting" (p.128). However, job satisfaction and organisational commitment have been shown to be different in relation to employee attitudes about their work. Job satisfaction is more focused on the individual's response to their job or to specific aspects of their job such as pay, supervision, and working conditions. Commitment, on the other hand, is more global in relation to the attitude of the employee toward the organisation and it goals and values (Mowday, Steers, & Porter, 1979).

Therefore, while job satisfaction has been shown to be related to an employee's thoughts of quitting, and intention to quit has been found to be the best predictor of actual turnover (Mowday, Koberg, & McArthur, 1984, Holtom, Mitchell, Lee, & Eberly, 2008, Martin, 2011), under certain

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circumstances, the level of commitment that the employee has to the organisation may be a better predictor of actual turnover (Porter, Steers, Mowday & Boulian, 1974, Vandenberghe & Tremblay, 2008). For example, an employee may be dissatisfied with their pay or supervisor, but a high level of organisational commitment may override that dissatisfaction and the employee will decide to remain with the organisation.

Porter, Steers, Mowday, and Boulian (1974) reported that "the overall findings of this study suggest that in this type of organisational context, general attitudes toward the organisation may be more important in the decision to remain than the more specific attitudes toward one's particular job" (p. 608). Bateman and Strasser (1984) challenged this finding in their study of nursing employees where they found that organisational commitment is an antecedent of job satisfaction. The finding by Bateman and Strasser (1984) has been subsequently replicated and challenged by others in the field, and has received little support (Curry, Wakefield, Price, & Mueller, 1986). Researchers and scholars widely accept that job satisfaction has a determining effect on organisational commitment.

There are several researches that have studied the relationship between organizational commitment and job satisfaction (Currivan, 1999). Some of the researchers have admitted that organizational commitment may be an independent variable with job satisfaction as an outcome (Bateman & Strasser, 1984; Vandenberg & Lance, 1992). According to Bateman and Strasser (1984) organizational commitment has an effect on job satisfaction, which in turn will affect the turnover intention. These research studies argue that the managers who are highly committed to the organizations may experience higher levels

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of job satisfaction (Lau & Chong, 2002). Irving, Coleman and Cooper (1997) found that job satisfaction was positively related to affective and normative commitment with a stronger relation between satisfaction and affective commitment, but not with continuance commitment.

More so, Rosin and Korabik (1991), using Canadian woman managers as their samples, reported that women who felt that their expectations had not been met, who described their job as limited in leadership, responsibility, variety, time flexibility and autonomy and who cited office politics and being in a male dominated environment as potential factors in a decision to leave, experienced low job satisfaction and organizational commitment and had a greater intention to leave. Besides, it was found that employees' initial commitment to an organization is determined largely by their individual characteristics and how well their early job experiences match their expectations. Later organizational commitment continues to be influenced by job experiences, with many of the same factors that lead to job satisfaction also contributing to organizational commitment or lack of commitment (Hellriegel, Slocum & Woodman, 2001).

Again, commitment is said to be interrelated to satisfaction. Becker, Billings, Eveleth & Gilbert (1996) in Tella, Ayeni, & Popoola (2007) defined organizational commitment in three dimensions; (1) a strong desire to remain as a member of a particular organization, (2) a willingness to exert high levels of efforts on behalf of the organization and (3) a defined belief in and acceptability of the values and goals of the organization. In conclusion the present study expects to know (a) the level of different components of organizational commitment and job satisfaction towards employee in the

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organisation (b) the relationship between the components of organisational and general satisfaction, and (c) different types of demographic variable that may have significant influence on the different components of organizational commitment and job satisfaction. Besides, organizational commitment in relation to job satisfaction has received considerable attention in past research. For instance, Getahun, Sims & Hummer (2008), Saari and Judge (2004), Lambert (2004), Malhorta and Mukerjee (2004) discovered a positive association between the two variables.

Job satisfaction is so important that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). In addition, the feeling of job satisfaction and organizational commitment are important in shaping employees' intentions to stay or leave. Both were predicted to have direct effects on turnover intent of correctional employees. Organizational commitment is the bond between the worker and the organization. Employees with high commitment are loyal to the organization, share its values, and identify with the goals of the organization (Mowday, Porter, & Steers, 1982).

Besides that, Dubinsky, Kotabe, Lim & Wagner (1997) using U.S, Japanese and Korean samples also reported a significant relationship between job satisfaction and organizational commitment. This finding may imply that nationality may have only minimal explanatory power with respect to this relationship.

The Concept of Perceived Organisational Support (POS)

Another theme related to organisational commitment is perceived organisational support. According to organisational support theory, if employees perceive more support from the organisation, they are likely to

develop more positive attitudes towards the organisation (Eiesnberger, Huntington, Hutchison & Sowa, 1986). For example Eisenberger et al, (1986) found that observations of support from the organisation reduced absenteeism and increased organisation citizenship behaviour and employee performance (Eisenberger, Fasolo, Davis- LaMastro, 1990). High levels of POS are believed to persuade thoughts of trust and strong feelings of classification with the organisation (Rhoades & Eisenberger, 2002).

Since employees often respond positively to the support they receive from their organisations (Sherony & Green, 2002), hence it is expected that POS will encourage a strong longing to stay with the organisation. Eisenberger et al. (1990) perceived that individuals with high POS would be less likely to search for alternative employment in other organisations. On the other hand, Allen, Shore, & Griffeth (2003) found that POS was negatively correlated with turnover intention and actual turnover.

Onyinyi (2003) investigated the relationship between POS and organisational commitment among health workers and found a weak but significant relationship between the two variables. In the same way, Makanjee, Hartzer and Uys (2006) found that POS positively influenced radiographers' organisational commitment in South African hospitals. Earlier and Ssemogerere (2003) have found that affective commitment was positively correlated with high eminence psychological contract which has features of perceived organisational support such as fairness and regarding the individual's requirements and expectations on the job. According to organisational support theory, if employees perceive more support from the organisation, they are likely to develop more positive outlook towards the

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organisation (Eiesnberger et al, 1986). Correspondingly, it is explored by Allen et al. (2003) that POS is negatively correlated with turnover intention and actual turnover. Since employees often respond to their organisations in kind (Sherony & Green, 2002), it is rational to anticipate that, POS will influence a strong desire to stay with the organisation.

In recent research, POS was found to have a positive relationship with organisational commitment (Onyinyi, 2003) and negatively related to turnover intentions (Okello-Ouni, 2004). Organisational commitment and perceived organisational support are the key characteristics of organisational behaviour towards employees. This study explores whether that strong organisational commitment derives and shapes organisational culture that promotes a sense of belonging and ownership among employees; essential for being satisfied, productive, and loyal employees. Organisational support towards employees' welfare has proved strong predictor of employees' turnover intention. High level of perceived organisational support develops commitment and ownership among employees towards organisation, hence reduces turnover intention.

Intention to quit and turnover model

Employee turnover research can be traced back to March and Simon (1958). They looked at antecedents to turnover and proposed that individual voluntary turnover decisions are influenced by the desirability of movement from the present position and also the ease of movement to another (March & Simon, 1958). Mobley (1977) took a closer view at the intermediate linkages that connect job satisfaction and the ultimate turnover decision. Mobley theorised that job satisfaction leads to the individual thinking of quitting,

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which in turn may lead to intention to search for alternatives and ultimately to an intention to quit and eventual turnover. The model also includes a probability of finding an acceptable alternative in the decision (Mobley, Horner, & Hollingsworth, 1978).
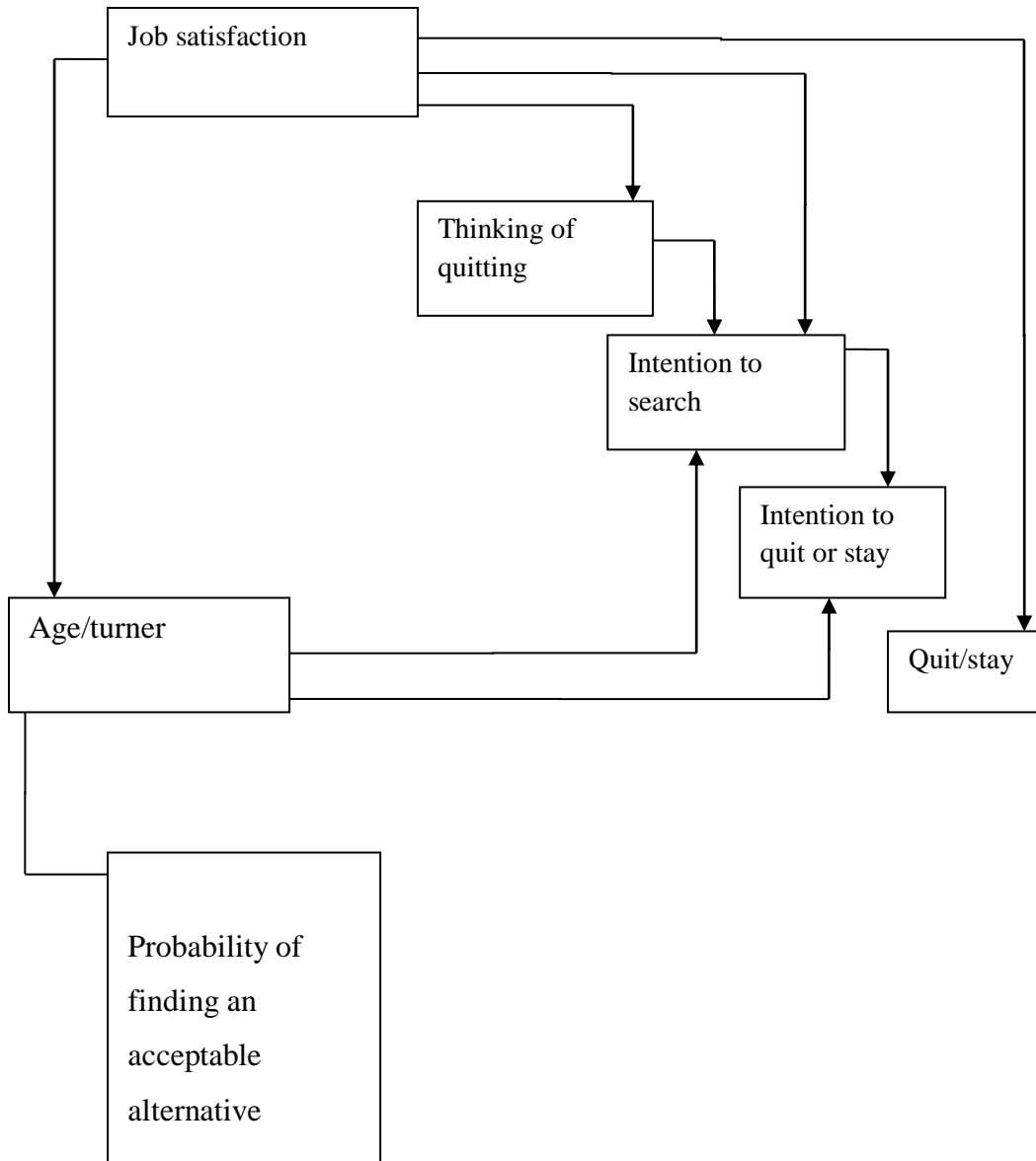
Figure 2: Intermediate linkages in employee withdrawal process; adopted from Mobley, Horner, and Hollingsworth (1978).

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Mobley, Horner, and Hollingsworth (1978) viewed age and tenure as having an indirect effect on turnover through job satisfaction and the probability of finding an acceptable alternative. Their model suggests job satisfaction has a direct influence on thinking of quitting, intention to search, and intention to quit/stay, but an indirect influence on actual turnover. Several empirical tests of this model have been conducted, concluding that the best predictor of turnover was intention to quit (Mobley, Horner, & Hollingsworth, 1978, Michaels & Spector, 1982, Spencer, Steers, & Mowday, 1983, Mowday, Koberg, & McArthur, 1984, Martin, 2011).

This model is a simple expression of the decisions made by an individual contemplating leaving employment. Subsequent research has attempted to fill in the gaps by looking at other factors that may influence an employee's decision to quit. Many of the researchers also accepted that employees may not go through each of these steps prior to the decision to quit and may even take different routes (Lee & Mitchell, 1994). Steers and Mowday (1981) built on the previous research and proposed an alternative route to the actual decision to quit. In addition to job satisfaction, Steers and Mowday proposed that organisational commitment and job involvement contributed to an employee's affective response to the job and that affective responses were seen as influencing the desire to stay or the intent to quit (Steers & Mowday, 1981).

Lea and Mitchell (1994) on their part purport that decisions to leave an organisation can take place in many different ways. Their unfolding model of voluntary turnover provided an alternative theory about why and how people leave organisations. They proposed that individuals follow psychological and

behavioural paths when quitting. The decision regarding which route they would follow are determine by what is referred to as a " shock" or something that causes a person to pause and think about the meaning of that event in relation to his or her job (Lee & Mitchell, 1994). The shock can be personal or job related. Job related shocks include things such as organisational restructuring, new management, and changes in work assignment. Personal related shocks include things such as pregnancy, marriage and becoming debt free (Lee & Mitchell, 1994). Other considerations along the route include the presence of job alternatives. Even though this model is different from previous models, the authors acknowledge the importance and relevance of previous models of turnover (Lee and Mitchell, 1994).

Maertz and Campion (2004) suggested four categories of quitters that could be identified by the conditions surrounding their decision to quit. The first one is impulsive quitters. These are employees who quit without any pre-planning and are usually motivated by a strong negative event. It is difficult for management to predict or prevent this category. The second category is comparison quitters. These employees are drawn away from their job through attractive alternatives and typically do not have strong negative affects toward their current employer. The third category is pre-planned quitters. These groups of employees who fall under this category have a goal in mind regarding when they will quit. This could be marriage or when a spouse retires, or even a decision to go back to school. At the end of the day, the decision to leave is firm, and there is little that management can do to prevent it.

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The final category of quitter is the conditional quitter. Conditional quitters make decisions to quit when an uncertain event or shock occurs. This type of event or shock includes the possibility of a better job offer, being overlooked for a promotion, or may be related to work conditions such as the way they are treated by a supervisor. They typically experience some type of negative effect toward the organisation (Maertz & Campion, 2004). Although there has been great progress toward expanding the Mobley (1977) intermediate linkages model, it continues to be first to current research.

Teacher's turnover and retention issues

The phenomenon of teacher turnover has been a worry to school authorities and policy makers in both developed and developing countries. In response, substantial research has been carried out on this subject to explore the causes and the attendant consequences. Several causes of teacher turnover have been acknowledged in the literature. Some empirical work has shown that one of the causes of the high rate of teacher turnover is the level and type of human capital accumulated by teachers.

According to Guarino, Santibañez, Daley, and Brewer (2004), teachers with advanced degrees from prestigious colleges or teachers with degrees in "high market-value" subjects such as mathematics, business administration, engineering and science typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. For such teachers, the opportunity cost of staying in the classroom is higher than they are for teachers with skills and knowledge less well-rewarding outside the teaching profession.

Other studies have shown that turnover can be divided into several types, each affected differently by human capital and by social capital. Some teachers leave fulltime classroom teaching either for jobs in unrelated fields or they depart the workforce all together. According to Ingersoll, (2001, 2003) others can remain working as teachers, but "migrate" to other schools. It is also argued that others may still leave the classroom temporarily, perhaps to have children, and then return to the classroom after a hiatus (Murnane, Singer, Willett, Kemple *et al.*, 1991). Yet some teachers leave for different jobs in the field of education (Anderson & Olsen, 2005).

Retirement is naturally assumed to be one of the primary reasons for teacher turnover. But research has shown that the number of teachers retiring from the profession is not a leading cause. In a study of teacher turnover by Ingersoll (2003) retirement was cited less often for leaving the teaching profession than "job dissatisfaction" or "to pursue another job". Thus, countless number of teachers leave the profession altogether because they see no hope for change. Job satisfaction or dissatisfaction is often cited and rendered important in both research on teacher turnover and teacher retention (Stockard & Lehman, 2004).

Connolly (2000); Ingersoll (2003); Ingersoll and Smith (2003); Heller, Watson, and Ilies (2004); Stockard and Lehman (2004) tried to understand the high teacher turnover rate among "beginning teachers" by investigating the reasons and causes behind both teacher retention and teacher turnover. They found that the common problems identified by the majority of teachers include:

- job dissatisfaction;

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- poor working conditions and low salary;

- inadequate support from parents, administration, colleagues and the public;

- discipline, management, and attendance problems;

- increasing class sizes (leading to increase in workloads);

- poor motivation of students; and

- lack of space for teachers to participate in key decisions affecting the school.

Particularly on the poor salary, studies by Brewer (1996) long-established that higher wages decrease teacher quitting tendency. The researchers therefore offer suggestions on school policies, school administration, and mentoring programs between senior teachers and novice teachers. Another group of researchers examine the extent to which teacher-principal relationships and interpersonal competence affect their job satisfaction (Roach, 1991). Regarding the leadership styles and the roles of principals or headmasters, research reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perceptions of their principals' leadership styles and decision-making strategies.

Another important finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher turnover is high among young teachers; it stabilizes through the mid-career period and

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rise again before retirement years (among those with longer years of experience in the teaching profession). Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (e.g., Bobbitt, Leich, Whitene & Lynch, 1994; Grissmer & Kirby, 1987, 1992, 1997).

Moreover, because the distribution of the age of teachers is skewed upward (i.e., older teachers significantly outnumber younger teachers) many analysts have concluded that retirement due to a rapidly "graying" teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems (Grissmer & Kirby, 1997).

But there is overwhelming evidence in contemporary educational research that the main factors that affect teacher turnover are job satisfaction, organisational commitment, salary levels, basic working conditions (including class size, and facilities), and teachers' relationships with each other and their principal. These, in combination with other factors, influence teachers' decisions to stay in a school or to leave.

Empirical literature review

Gender and intention to quit

According to El- Jardali, Dimassi, Nuhad, Jamal and Mouro (2009), on their study on intent of Nurses to leave and impact of job satisfaction on intent to leave suggested that nurses with intent to leave are more likely to be men than women. Study on identifying factors that may reduce employee's

intention to leave found a distinction between male and females (Shapira-Lischshinsky, 2009).

Surprisingly, a study conducted by Jonathan, Thibeli and Darroux (2013) impact investigation of organizational commitment on intention to leave of public secondary school teachers in Tanzania. Further, the study determined the impact of demographic factors on intention to leave levels. Simple random method was used to select 127 teachers to participate in the study. Also, a study by Dollar and Broach (2006) on comparison of intent to leave with actual turnover within the federal aviation administration found that intent to leave by gender comparisons, females reported less intent to leave tan males.

In another study by Zehava, Ilan and Ayalla (2006) on gender- based framework of the experience of job security and its effects on work attitudes of Israel school teachers. The study used simple random sampling to select 385 respondents and independent t-test and multiple regression were used to analyse the data. The results showed males showed higher scores for intention to leave than females. Sumpson and Sumpson (1969) found that most of the female teacher who left their occupation did so because of reasons not related to the position itself, while the few male who left the occupation reported such reasons. Thus, the following hypothesis was therefore developed to be test:

$H_{1:}$ Teachers' intention to quit significantly varies by sex

Age and intention to quit

Results on the study concerning the effect of psychological contract and affective commitment on turnover intention suggest age significantly explain intention to leave with younger respondents displaying more intention

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to leave than older counterpart (Hemdi & Rahim, 2011). A study conducted by Jonathan, Thibeli and Darroux (2013) on impact investigation of organizational commitment on intention to quit, found that younger teachers are more likely to think quitting than older ones due to the fact that they have little to lose in terms of benefits associated with long service.

Recently, study on determinants of turnover intention across public agencies revealed that older workers were more likely to think leaving their organization than younger workers recording a huge setback to traditional tendency that younger workers were more likely to leave than older ones (Lee, 2006). Also, a study on contribution of demographic variables, job satisfaction and job characteristics on turnover intentions, came out that age has a negative effect on turnover intentions (Samad, 2006). According to Mobley, Horner and Hollingsworth (1978) establish that age has an indirect effect on turnover through job satisfaction and probability of finding an acceptable alternative. However, study concerning investigation of intention to leave using causal factors showed no evidence than younger employees have greater intention to quit than their older ones (Khatri, Budhwar, Pawan, & Chong, 1999). Indeed, age in this study was considered unimportant in predicting intention to quit.

Education and intention to quit

There are challenges with regard to retaining employees with higher educational qualification. Jonathan et al (2013) in their study of investigating the impact of organizational commitment on intention to leave found that significant difference exist between teachers with higher educational qualification on intention to leave than those with lower educational qualification. In another development, Rambur, Palumbo, McIntosh, &

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Mongeon (2003) found that highly educated employees display more intention to leave than their colleague with lower educational qualification. Contrarily, Choong, Chia-Guan, Yan-Tan & Chun-Eng (2013) found no significant difference on intention to leave and educational qualification.

Years of experience and intention to quit teaching

Research has shown that there are several reasons why teachers decide to quit from the teaching profession. One of such reasons or factors is years of experience of teachers. According to Ingersoll (2003), the reasons for attrition among general education teachers vary by age group, with younger teachers most likely to leave because of changes in family status or a move of residence. Ingersoll's, (2003) findings showed that, about 46% of teachers leave the profession within the first five years of teaching. Older teachers were most likely to leave late in their career due to early retirement benefits (Kirby & Grissmer, 1993).

These reasons for attrition vary from time to time with different reasons. When one compares those who permanently leave teaching with those who take a temporary break from the profession, it is realised that the reasons for leaving the profession vary considerably. In a study conducted by Walker et al. (2004), job satisfaction of those who left the profession was compared with those who changed schools and those who remained teaching. They determined that all teachers were generally satisfied with their first year teaching experience, and that "lack of administrative support" was the reason most frequently stated for leaving the profession, followed by "family issues" (p. 35).

In the same vein, it has been found in several studies that work experience is a significant predictor of job satisfaction, increasing with teaching experience (Koustelios, 2001; Liu & Ramsey, 2008; Menon & Athanasoula-Reppa, 2011). On the other hand, as was the case with age, the relationship between job satisfaction and teaching experience can also be curvilinear (Crossman & Harris, 2006; Monyatsi, 2012). The reason for this may be that teachers become increasingly less tolerant of some aspects of their job, such as pupil misbehaviour, school administration or parental interference (Borg, Riding & Falzon, 1991), while beginning teachers may be more satisfied with student motivation, support from parents (Mittapalli, 2008) and the autonomy of the profession (Weiss & Gary 1999). It might also be that satisfaction is high at the end of the career because those who are satisfied have remained in the field and those who have been the most dissatisfied have already left the profession (Crossman & Harris, 2006).

H_2: Teachers' intention to quit significantly varies by years of experience.

Job satisfaction and intention to quit

Randhawa (2007) tried to determine the relationship between job satisfaction and turnover intention. The study used a sample size of 300 respondents and exploratory design and correlation used to analyse the result. The result suggests a significant negative relationship between job satisfaction and turnover intention. Also, Mbah and Ikemefuna (2012) sought to establish a relationship between job satisfaction and employee's turnover intention in total Nigeria. The study randomly selected 300 respondents and used questionnaire and interview guide to collect data. Descriptive statistics and chi- square were used to analyse the data. The results indicate negative

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relationship between job satisfaction and turnover intention. This means that, the greater the job satisfaction the less likely is the turnover intention.

In addition, Medina (2012) in her study on job satisfaction and employee turnover intention, which sought to determine the impact of organisational culture on job satisfaction and turnover intention, found that job satisfaction is inversely related to turnover intention. The result further indicated that job satisfaction is more predictive of turnover intention for younger workers. Also, El- Jardali, Jamal, Abdullah and Kassak (2007) found a negative correlation between job satisfaction and employee intention to leave.

Rohani, Mishaling and Haryani (2012) performed empirical study on job satisfaction, organizational commitment and turnover intention with 100 respondents from retail industries, Malaysia. The study used correlation and multiple regression to predict independent variables (job satisfaction and organization commitment) and dependent variable (turnover intention). The findings show that job satisfaction was significant and negatively related to turnover intention. This mean that employee with high job satisfaction will display low turnover intention than their colleague with low job satisfaction.

Also, Ofili, Usiholo and Oronsaye (2008) examine the relationship between psychological morbidity, job satisfaction and intention to quit among teachers, Nigeria with data from 392 respondents. The study used cross-sectional study and the result revealed that job satisfaction was negatively associated with intention to quit. The following hypothesis was developed to be tested:

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H$_3$: There is a significant negative relationship between job satisfaction and intention to quit.

H$_4$: Job satisfaction significantly influences intention to quit than organisational commitment and motivation.

Organizational commitment and intention to quit

Organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization (Modway, Porter & Steer, 1979). Meyer, Stanley, Herscovitch and Topolnytsky (2002) opine that employees who feel strongly committed to their organization are less likely to quit to their job.

Many studies have reported a significant relationship between organizational commitment and turnover intention (see Steer & Porter, 1979; O'Reilly & Cald- Well, 1981; Wiener & Vardi, 1980). A study conducted by Hussain and Asif (2012) on employees' turnover intention driven by organizational commitment and perceived organizational support in Pakistan. The study collected data from 230 respondents and correlation and regression was used to analyse the relationship between organizational commitment, perceived organizational support and turnover intention. The results show that turnover intention was negatively and significantly related to organizational commitment. This mean organizational commitment of employees will reduce turnover intention.

Also, Shore and Martin (1989) conducted a study on job satisfaction, organizational commitment in relation to job performance and turnover intention, with 143 respondents. The researcher used correlation and multiple regression to analyse the data and it showed that organizational commitment

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had a significant negative correlation with turnover intentions. The result also revealed that organizational commitment accounted for a greater proportion of unique variance in intention to leave compared to job satisfaction. In another development, Peter, Bhagat and O'Connor (1981) found that organizational commitment had a negative and stronger association with turnover intentions than job satisfaction, though job satisfaction made an independent contribution to prediction of turnover of intention.

In a similar vein, Basak, Ekmekci, Bayram and Bas (2013) examined the effects of job satisfaction, organisational commitment, perceived organisational support, job stress and white collar employees' intention to leave. The authors used 225 respondents and structural equation model was used to analyse the data. The findings show that job satisfaction was the most antecedent of intention to leave.

H_5: There is significant negative relationship between organisational commitment and intention to quit.

Conceptual framework for motivation, job satisfaction and organisational commitment on intention to quit

The pioneers of researcher of organizational commitment in relation to employee turnover are linked to Lyman Porter, Richard Steers and Richard Modway. The overall attitude of employee towards organization is considered organizational commitment (Porter, Modway, Steers, & Boulian, 1974). Organizational commitment has also been defined by Allen and Meyer (1996) as a psychological link between employee and the employing organization the makes it less likely the employee will voluntary leave the organization. Meyer and Allen (1991) describe the concept of organizational commitment as a tri-

dimensional concept, which is made up of affective, continuance and normative dimensions. Organizational commitment is measured using the tri-dimensions.

Porter, Steer, Modway and Boulian (1974) looked at attitudinal construct of commitment and subsequently developed a 15 items to measure employee organizational commitment, called organizational commitment questionnaire (OCQ). They recommended that organizational commitment can be categorized as 1). A strong belief and acceptance of organization's goals and values, 2) willingness to exert considerable effort on behalf of the organization, and 3) a definite desire to maintain membership with organization (Porter, Steer, Modway & Boulian, 1974).

Job satisfaction is an important component of employee's commitment to their organization. According to Muller, Boyer, Price and Iverson (1994) opine that when employee are satisfied with their job and committed to the organization, the bond with the organization strengthened and result in greater collaboration and reduced the likelihood of quitting. However, job satisfaction and organisatonal commitment have been shown to be different in relation to employee attitude towards their job. Job satisfaction is focus with individual attitude to work or some aspect of the job. Commitment on the other hand, is more related to employee attitude towards organization and its goals and values (Mowday, Steers & Porter, 1979).

Intention to quit and turnover is linked to employee job satisfaction and organizational commitment (Tett & Meyer, 1993; Mohamed, Taylor & Hassan, 2006). Intention to quit has been seen to be the best predictor of actual turnover (Modway, Steer & Porter, 1979).

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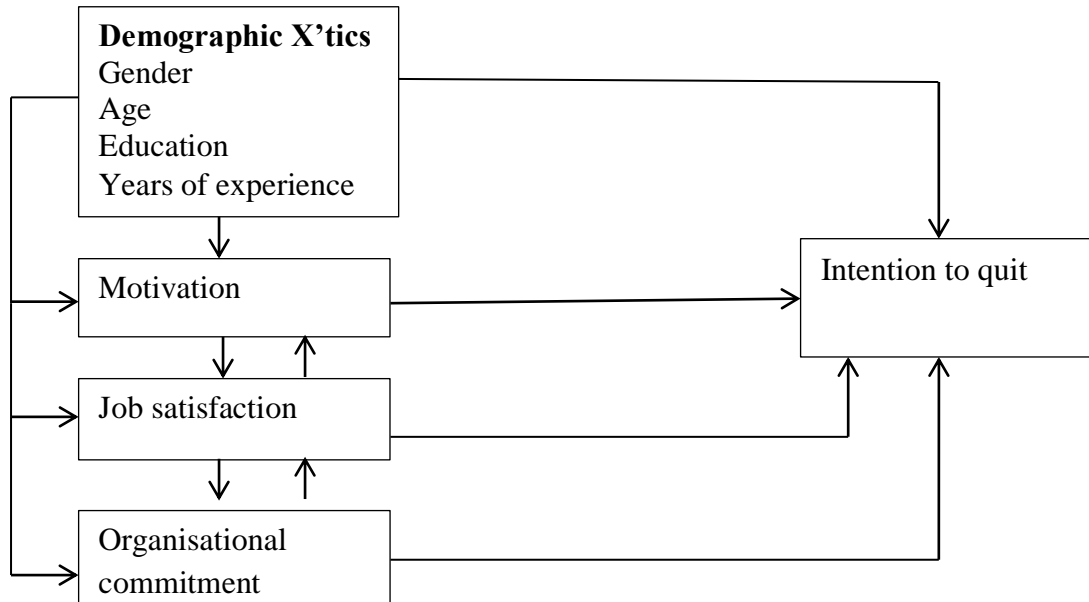
Figure 3: A conceptual framework for motivation, job satisfaction and organisational commitment on intention to quit.

Source: Author's construct, 2014

Figure 3 illustrates the relationship between motivation, job satisfaction, organizational commitment and intention to quit. Also, it shows the influence of demographic variables on intention to quit.

The independent variables in this study are motivation, job satisfaction, organizational commitment and demographic variables while the dependent variable is intention to quit. Organizational commitment was measured by affective commitment, continuance commitment and normative commitment. Whereas job satisfaction was measured by pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, co-workers, nature of work and communication. Also, motivation was measured by job security, training and development, salary and recognition and reward for good performance.

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Summary

This chapter has reviewed literature on theories of motivation and concepts of the various variables used in the study. The empirical review and conceptual issues too were looked at in this chapter. The empirical reviewed focuses on the relationship between the study variables. Major issues and lessons from the review informed the conceptual framework of the study. The review will enhance the presentation of the methodological chapter of this study as well as analyses, presentation of findings, discussions, conclusions and recommendations.

CHAPTER THREE

METHODOLOGY

Introduction

This section describes the procedures and techniques that were used to obtain and analyse the data for the study. The section starts with the approaches to the research, and moves on to detail the choice of research design, the study area, target population, sample and sampling techniques, research data sources, research instruments, pre-testing, ethical consideration, data collection and data analysis techniques that were employed for the study.

The study area

Ghana is divided into ten administrative regions. The northern region is the largest of the regions and it occupies a land mass of about 70,383 square kilometers (Ghana statistical service (GSS, 2010). The region is divided into 26 administrative districts. The region has a population of 2,479,461 with a growth rate of 2.9 per cent per annum (Population & Housing Census, 2010). It shares boundaries with the Upper East and the Upper West Regions to the north, the Brong Ahafo and the Volta Regions to the south, and two neighbouring countries, the Republic of Togo to the east, and La Cote d' Ivoire to the west. The land is mostly low lying except in the north-eastern corner where the Gambaga escarpment is located and along the western corridor. The region is drained by the Black and white Volta and their tributaries, Rivers Nasia, Daka, and others.

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The climate of the region is relatively dry, with a single rainy season that begins in May and ends in October. The amount of rainfall recorded annually varies between 750 mm and 1050 mm (Ghana meteorological service (GMET), n.d). The dry season starts in November and ends in March/April with maximum temperatures occurring towards the end of the dry season (March-April) and minimum temperatures in December and January. The harmattan winds, which occur during the months of December to early February, have considerable effect on the temperatures in the region, which may vary between 14°C at night and 40°C during the day (GMET, n.d). Humidity, which is however very low, mitigates the effect of the daytime heat. The main vegetation is classified as vast areas of grassland, interspersed with the guinea savannah woodland, characterised by drought-resistant trees such as the acacia, baobab, sheanut, dawadawa, mango, and neem.

The Tamale metropolis which is the study area is estimated to have population of about 371,351 of which 185,995 are male and 185,356 female (GSS, 2010). The metropolis is the hub of economic activities in the region. The metropolis has the highest number of senior high schools in the region with total public senior high schools of 8 and 10 private ones. This is the basis for the selection of the study area.

Research design

The descriptive and correlational study designs were used for this study. The descriptive research design was chosen mainly because it comprises a cross-sectional design in relation to which data are collected predominantly by questionnaire or by structured interview. It also provides evidence concerning an existing situation or current conditions; hence surveys

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provide a more accurate picture of events and seek to explain people's perception and behaviour on the basis of data gathered at a point in time.

Quantitative approach is from the positivist perspective, which is a process directed towards the development of testable hypothesis and theories which are generalisable across settings. A quantitative approach is based on information that can be measured. Techniques used under this approach include survey questionnaires and standardised research instruments (Tewksbury, 2009). The study used the quantitative research approach. Quantitative approach was adopted because of its correct outstanding prediction characteristics (Tewksbury, 2009).

In this study, a cross-sectional design was used. The study adopted cross-sectional design because it helped the researcher to obtain snap shot information concerning the status of the phenomena under investigation. The time scope for this study was one academic year.

Target population

The target population for the study was teachers in public second cycle schools in the Tamale Metropolis of the Northern Region of Ghana. The teachers of public senior high schools were selected because of the concentration of teachers in the public schools. The target population was limited to the Tamale metropolis because it is regarded as the place with the highest level of teacher turnover rate (GES, 2013)

Sample and sampling procedure

One of the fundamental requirements in determining the sample size was to calculate the population size of the target population. The researcher

used the Krejcie and Morgan (1970) sample size determination formula to determine the sample size for the study. The formular is:

$S = X^2 NP (1- P) / d^2 (N- 1) + X^2 P (1- P)$

Where S- required sample size

X^2- chi- square for the specified confidence level at 1 degree of freedom

N- Population size

P- Population proportion (.50 in this table)

d^2- Desire margin of error (expressed as a proportion)

Table 1: required sample size table

Population size	Confident 95% Margin of error- 5.0%	Confident 99% Margin of error -5.0%
100	80	87
150	108	122
200	132	154
250	152	182
300	169	207
400	196	250
500	217	285
600	234	315
700	260	341

Source: Krejcie and Morgan (1970)

Out of the target population of 535 teachers in the selected public senior high schools in the Tamale metropolis, a representative sample of 217

was selected for the study using Krejcie and Morgan (1970) sample size determination formula. The details are shown below.

Table 2: Target population and sample size

Senior high schools	Target population	Sample size
Business senior high school	98	40
St. Charles Senior high school	49	20
Tamale girls senior high school	68	28
Presbyterian senior high school	40	16
Vittin senior high school	80	32
Kalpohin senior high school	80	32
Ghana senior high school	120	49
Total	535	217

Source: Tamale Metropolitan Education office (2013).

A multi- stage sampling procedure was used for the selection of the subjects for the study. The first stage involved the use of simple random techniques to select 7 senior high schools in Tamale metropolis out of 12 schools. The second stage consisted of the proportionate allocation of the 217 sample size to the selected senior high schools. In the third stage, the random sampling technique was used to select the required stratified sample size for

each senior high school. These methods generated a total of 217 respondents as represented in table 2 above.

Stratification ensured that the sample accurately reflects the population on the basis of the criteria used for stratification whereas random sampling ensures that each member of the target population had an equal and independent chance of being selected (Babbie, 2005). This technique is a probability technique in which the population is divided into a number of strata and a sample is drawn from each stratum. These sub- samples make up the final sample of the study. The researcher used this method because it best represents all groups of the target population in the sample. The random sampling also ensured high reliability of sample, high degree of representativeness, and allows for generalisation of research findings (Babbie, 2005).

Source of data

The researcher used both secondary and primary data for the study. Secondary source consist of list of Senior High Schools in the Tamale Metropolis. For the primary source of data, questionnaire was used to solicit the needed information from teachers in the Public Senior High School in Tamale Metropolis.

Research instrument

Self-administered questionnaires were used to collect primary data from teachers in the public senior high schools in the Tamale Metropolis. The questionnaire was divided into five sections.

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Demographic variables

The section A of the instrument collected information on demographic variables such as age, sex, educational level, category of staff, and years of experience.

Measurement of Variables

Motivation

Section B measured motivation, it was a 4- item questionnaire using a likert scale with responses ranging from Strongly Disagree=1 to Strongly Agree =5. A high score on this scale indicates high level of motivation.

Job satisfaction

Section C. The third part of the instrument contained 20-items that measured teachers' job satisfaction on a 5- point likert scale: ranging from Strongly Disagree =1 to Strongly Agree = 5. These items were adopted from the original Spector's (1985) 36- items and reduced to 20 items to suit the current study. The 20 items were used in the survey in an effort to limit the length of survey instrument and decrease respondent fatigue. The 20 items selected were representative of the nine facets measured in the full instrument. The nine facets includes: Pay, Promotion, Supervision, Fringe benefits, Contingent Rewards, Operation Procedures, Co-worker, Nature of work, and Communication. A higher score on this scale indicates high level of job satisfaction.

Organisational commitment

Section D of the instrument contains 15- items that measures organisational commitment, using 5- points likert scale: ranging from Strongly Disagree= 1, to Strongly Agree= 5. Example of these items are; "I talk up this

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organizational to my friends as a great organization to work for", "I feel very little loyalty to this organization". The items were adopted from the organisational commitment questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979). These 15 items measure the 3 facets namely affective commitment, continuance commitment, and normative commitment.

Intention to Quit

Section E of the instrument contained 3- items that measured quit intentions, using a 5- points likert scale: ranging from Strongly Disagree = 1 to Strongly Agree = 5. Examples of these items are: "I think a lot about leaving the GES", "I am actively searching for alternative to Ghana Education Service" and "As soon as it is possible, I will leave the GES". The three items were adopted from Landau and Hammer (1986). A high score on these indicates high level of intention to quit. Landau and Hammer (1986) questions were chosen on the account of the study having more than one data collection instrument such that it was envisaged that the too many questions could negatively impact response rate (Yammarino, Skinner, & Childers, 1991).

Earlier studies by Allen and Meyer (1990) reported good internal consistency of organisational commitment (OCQ) scale with Cronbach alpha of .80. In the turnover model developed by Mobley et al (1978) intention to quit is the linkage that immediately precedes the actual decision to quit. According to Selltiz, Jahoda, Deutsch and Cook (1976) questionnaire survey is less expensive than other data collection instruments; produce quick results; can be completed at the respondent's convenience and offer greater assurance of anonymity.

Validation and pre-testing of instrument

The questionnaires were pretested to ensure its reliability and where necessary modification was made as suggested by Cooper and Schindler (2001). According to Fraenkel and Wallen (2000), an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. They added that validity should involve the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected.

The questionnaire was first given to my supervisors for comments and suggestions to ascertain validity and reliability of the instruments based on the research objectives. After the supervisor's comments and constructive criticisms, some refinements were made where necessary. Sarantakos (2012) also found that pre-test are small tests of single elements of the research instruments, which are predominantly used to check eventual mechanical problems of the instruments.

The pretesting was done in Tamale Senior High School with twenty teachers. Tamale Senior High is located at the heart of the newly created Sagnarigu District. This district was caverned out of the Tamale metropolis and as such share similar characteristics. Cronbach coefficient alpha were computed using the formula alpha= Np/[1+p(N-1)] where, N equal the number of items and P equal the mean inter- item correlation to determine the internal consistency of the construct measuring motivation (M), job satisfaction (JS), organizational commitment (OC) and intention to quit (IQ). The Cronbach alpha obtained for M, JS, OQ and IQ are listed in table 3 below.

Table 3: Reliability analysis of constructs

Constructs	Number of items	Cronbach alpha
Motivation	4	.71
Job satisfaction	20	.95
Organizational commitment	15	.89
Intention to quit	3	.96

Source: field work July, 2014

From Table 3, the instruments have high internal consistency reliability levels and therefore were accepted since all the variable alphas were above .70 thresholds as recommended by Devellis (2003).

Procedure for data collection

The administration of the instrument preceded by a letter of introduction which was requested from the University of Cape Coast Business School, and intended to introduce the researcher to the respondents and their institution. The respondents were assured of confidentiality, anonymity of information given and guaranteed that information provided would only be used for academic purpose. The researcher also met one on one with headmasters of the schools selected to agree on convenient time for administration of the questionnaires.

The main instrument for the collection of data for the study was a questionnaire since the respondents can read and write and would not need the guidance of the researcher. The researcher agreed with the respondents on the day and time for the completion of the questionnaires. The researcher made follow up visits to the respondents who have delays in completing their

questionnaire and reiterate the importance of their participation in the study. As regard to the distribution, administration and collection of the instruments, the researcher used a period of two weeks.

Ethical procedures

Access and ethics are critical aspect of the conduct of a research of this nature. The researcher's ability to collect data from respondents depended on gaining access to appropriate and relevant sources. In order to have access to the teachers of the selected schools, the researcher introduced himself to the various headmasters as a post graduate student of the University of Cape Coast who is conducting a research work on "Influence of Motivation, Job Satisfaction, and Organisation Commitment on Teachers Intention to Quit". The researcher assured the respondents that the study is purely academic and a requirement for the award of a degree in Master of Commerce in Human Resource Management.

As etiquette demands, the respondents were informed of their role in providing valued information, and the purpose for which the information is going to be used. The respondents were further given assurance of anonymity and confidentiality, and were also informed of the voluntary nature of the survey. To enforce confidentiality, anonymity and privacy, questionnaire content did not request for personal identification. Similarly, final report will not make comments about individual responses. Therefore, the findings of the study will be treated with strict neutrality and presented as such.

Data management and analysis

Data from the structured self-administered questionnaire were properly cleaned and coded into the Statistical Product for Service Solution

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(SPSS), version 21. In the data processing, preliminary analyses were conducted to get rid of potential violation of important model assumptions for instance, normality, linearity, homoscedasticity and multicollinearity. In the prior analysis of the data, items that were negatively worded were first reversed.

The descriptive statistics such as means, standard deviations, frequencies and percentages were used to describe the characteristics of the variables. Bivariate correction analysis was subsequently conducted to identify the relationship among job satisfaction, organisational commitment, and teacher's intent to quit. The product-moment correlation coefficient (r) was used for this analysis. This correlation coefficient ranged from -1 to 1. The closer the coefficient is to either of the limits, the stronger the relationship between the two variables (Howell, 2007). A correlation of .10 is described as a small effect size, a correlation of .30 is described as a medium effect size, and a correlation of .50 is described as a large effect size (Cohen, 1988).

The one- way analysis of variance (ANOVA) and independent samples t-test were used to explore the differences in intention to quit across the demographic characteristics of the respondents.

Finally, to explain teacher's intent to quit in terms of Motivation, job satisfaction, and organizational commitment, multiple regression analysis was conducted to show how the dependable variables can be predicted by the independent variables.

$$IQ = A + \beta 1M + \beta 2JS + \beta 3OC + \ell$$

Where: A is the constant, $\beta 1$, $\beta 2$ and $\beta 3$ are coefficients, M- motivation; JS- job satisfaction; OC- organizational commitment; IQ- intention to quit and ℓ- error margin.

The regression model was evaluated by the coefficient of determination denoted by R- square (R^2). This represents the proportion of variance in either variable which is linearly accounted for by the other (Cohen, 1988). An R^2 of .01 represents a small effect size, and an R^2 of .09 represents a medium effect size and an R^2 of .25 represents a large effect size (Cohen, 1988). The classification was applied in the interpreting the coefficient of determination (R^2) in this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the presentation and discussion of the results that were drawn from the data collected in order to find answers to the research questions. The chapter is in two sections. It comprises of discussions of both preliminary and major findings. The results are discussed in relation to the research questions as well as the literature review.

Respondents' background characteristics

This section basically gives background information about respondents. It deals with the gender, age, educational level, category of staff, and teaching experience of the respondents.

Table 4: Respondents' background characteristics

Sex	Frequency	Percentage
Male	139	68.5
Female	64	31.5
Age		
20-29	55	27.1
30-39	79	38.9 (age= 37)
40 and above	69	34.0
Educational level		
Diploma	2	1.0
Degree	169	83.3
Post-graduate degree	32	15.8
Category staff		
Professional	173	85.2
Non-professional	30	14.8
Teaching experience		
< 5 years	67	33.0
5-9	17	8.4
10-19	75	36.9 (Mean experience=12)
20-29	37	18.2
>30	7	3.4

Source: Field Work, 2014

The results, as depicted in Table 4, indicated that the majority of the teachers were males representing 139 (68.5%) and 64 (31.5%) were females. This means that there were more male teachers' respondents than female teachers in the selected second cycle institutions in the Tamale metropolis used for the study.

With regard to age, the results reveal that 79 (38.9%) of the respondent fell between the ages of 30-39 years with only 55 (27.1%) being between the ages of 20-29 years. However, 69 (34.0%) of the respondents were between the ages of 40 years and above. The results suggest that, most of the teachers in the senior high schools in the Tamale Metropolis were in their youthful ages.

With respect to education, the findings indicated that most of the respondents 169 (83.3%) had first degrees. Whereas 32 (15.8%) of the respondents had postgraduate degree, and 2 (1.0%) had diploma certificate. This implies that most teachers in the senior high schools in the Tamale metropolis are holding first degree. Furthermore, it was realized from the study that out of 203 respondents, 173 (85.2%) were professional teachers whilst 30 (14.8%) of the respondents were non-professional. This suggests that majority of teachers in the senior high schools in the Tamale Metropolis are professional teachers. This shows that majority of the teachers in the selected senior high schools in Tamale Metropolis in the Northern Region possessed the qualifications required for effective teaching in the senior high schools. The results of the study indicated that the Teachers had obtained the skills,

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knowledge and competencies that were desirable to support teaching in the senior high schools.

The study was equally interested in finding out the teaching experience of teachers in the second cycle in the Tamale Metropolis. The results indicated that the majority 75 (36.9%) of the respondents had 10-19 years of experience in teaching, while 67 (33.0%) had < 5 years of teaching experience. Also, 37 (18.2%) of the respondents had between 20-29 years of teaching experience and the rest had >30 years of teaching experience. The results revealed that the teachers in the senior high schools in the Tamale Metropolis had at least some level of experience. Most of the teachers teaching in the second cycle institutions in the Tamale Metropolis had enough experience in teaching. Since most of them had being teaching for over 5 years, one can conclude that they had gained much experience in teaching and would not want to quit.

Table 5: Level of job satisfaction among teachers

Satisfaction	Mean	Standard deviation
Teaching is an interesting job to me.	3.01	1.37
I am satisfied with my professional ability for doing my job.	3.06	1.39
I am satisfied with the cooperation I receive from school management team.	2.80	1.32
I am satisfied with autonomy I have in making decisions about my daily tasks.	2.87	1.35
The monthly salary is sufficient to meet all important expenses.	2.37	1.34
I am happy with the cooperation I receive from my workmates.	2.96	1.38
I feel comfortable with my present level of responsibility in my job.	2.83	1.33
I enjoy much freedom in my place of work.	2.76	1.31
I feel satisfied with the recognition I have in the community	2.63	1.28
I feel comfortable with my future incomes.	2.43	1.35
I am satisfied with in-service training opportunities available for me as a teacher.	2.45	1.30
I feel comfortable with rewards I get for doing a good job in the school.	2.46	1.27

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I am comfortable with the promotion opportunities available to me as a teacher.	2.55	1.36
I enjoy collegial relationship with fellow teachers.	2.98	1.36
I feel protected against arbitrary dismissal from my current employment.	2.96	1.30
I feel fairly paid by my employer.	2.63	1.27
I feel satisfied with opportunities for training and professional development available.	2.67	1.33
I am not intending to change my profession.	2.67	1.28
The promotion process and procedure used by my employer are fair	2.55	1.32
Teaching is a challenging job to me.	2.92	1.32

Source: Fieldwork, 2014.

With respect to teachers' level of job satisfaction, the findings as shown in Table 5, indicated that teachers were dissatisfied with the promotion process and procedure used by their employers ($\overline{X}$ =2.55). The results also revealed that teachers were dissatisfied with their future income ($\overline{X}$ =2.43). However, the teachers were moderately satisfied with teaching as being an interesting job and their professional ability as teachers ($\overline{X}$ =3.03 and $\overline{X}$ = 3.06).

From the results, it can be deduced that most of the teachers were not satisfied with their job. Thus, the findings of the study clearly indicated that teachers' job satisfaction was not at a high level to keep them in the profession; this could lead to the intention of the teachers to quit. This confirms what has been said in the literature by Thompson and Phua (2012) that, job satisfaction can be grouped into affective and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings employees have about various aspects of their job situation as well as jobs overall. Cognitive job satisfaction on the other hand is the extent of employees' satisfaction, feelings and responses, with particular aspects of their jobs, such as pay, pension arrangements, working hours, and numerous other

aspects of their jobs (Thompson & Phua, 2012). The feelings are associated with the individual's perception of the differences between what is expected as a fair and reasonable return and what is actually experienced.

These findings also corroborate the findings of Bame (1991), Organ and Bateman (1991), Greenberg and Baron (1993), Moorman (1993), and Demir (2002). Their findings are related to job satisfaction as observed in the responses. In an organisation where workers' needs are met in terms of recognition, salary, conditions of service, involvement in decision-making and good interpersonal relationships, workers would be satisfied and for that matter have positive feelings or attitudes toward their job. When this happens, worker's satisfaction would influence their performance thereby increasing their productivity level. The reverse would be the case if their needs were not met. To this end, for workers to be satisfied, motivation becomes a paramount importance to the issue of job satisfaction.

Brookfield's (1998) findings are in line with the results when he notes that job satisfaction plays a very critical role in attracting and retaining of employees' ability in an organisation. According to Brookfield (1998), individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and will be willing to stay longer in organisation.

The results imply that most of the teachers in the second cycle institutions in the Tamale Metropolis had good intentions for entering into teaching profession. This finding is consistent with the findings of Locke (1975), Osipow (1983), Tamakloe et al (1996), Hay (1999), Smit and Cronje

(2002), and Samuel and Chipunza (2009). These researchers showed that people go into teaching for many reasons such as a life-long career, job security and steady income, earning a living, love for the teaching profession, social mobility, progress on the job, prestige, salary and conditions of service and self-concept, and training and development.

Osipow (1983) noted that one makes a choice based on the fact that he wants to maximise profit. This may not necessarily be financial but something of value to the person. Osipow (1983) notes further that factors beyond human control influence people's vocational choice. According to him, people have far less freedom in choice making and that what the individual does is what society makes available to him. He also notes that chance factors influence man's decision making and that the organisation of society influences people's vocational choice. Added to this factor are economic opportunities. Osipow (1983) therefore claims that factors other than what an individual demands such as government policy can influence ones career choice. Chance factors such as opportunity of getting appreciable salary and the community or locality one resides in can also influence an individual vocational choice.

Similarly, Samuel and Chipunza's (2009) study in South Africa on employee retention and turnover result showed that employees in both public and private sector organisations were, to a very large extent, influenced to stay in their respective organisations by a combination of intrinsic and extrinsic motivational factors. Hence, teachers' intention to enter into teaching to some larger extent depends on motivation.

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Table 6: level of commitment of teachers

Organizational commitment	Mean	Standard deviation
Affective commitment		
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization to be successful	3.11	1.37
I talk up this organizational to my friends as a great organization to work for	2.83	2.76
I feel very little loyalty to this organization	2.76	1.30
I would accept almost any type of job assignment in order to keep working for this organization	2.87	1.33
I find that my values and the organization's values are very similar	2.82	1.30
Overall Mean= 2.878		
Continuance commitment		
I am proud to tell others that I am part of this organization	2.79	1.30
I could just as well be working for a different organization as long as the type of work was similar	2.92	1.30
This organization really inspires the very best in me in the way of job performance	2.83	1.28
It would take very little change in my present circumstances to cause me to leave this organization	2.77	1.29
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	2.74	1.27
Overall Mean= 2.81		
Normative commitment		
There's not too much to be gained by sticking with this organization indefinitely	2.94	1.31
Often, I find it difficult to agree with this organization's policies on important matters relating to its employees	2.95	1.29
I really care about the fate of this organization	3.02	1.30
For me, this is the best of all possible organizations for which to work	2.61	1.27
Deciding to work for this organization was a definite mistake on my part	2.86	1.22
Overall Mean= 2.876		

Source: Field Work, 2014.

The results as evidence in Table 6, has shown that teachers in public senior high school have low affective ($\overline{X}$ = 2.878), continuance ($\overline{X}$ =2.81) and normative commitment ($\overline{X}$ = 2.876). These findings agreed with that of Meyer

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and Allen (1991) that with regard to affective commitment, employees continue to work for the organization because they want to and this is considered a positive commitment. However, the results produced a low affective commitment meaning that teachers do not have high level of affective commitment. The reason could be several but one worthy of to mention here would be that most teachers enter teaching profession out of necessity and not as a career of choice which set difficulties in affective development. This is in line with the view of Beck and Wilson (2000) who concluded in their study that teachers used the teaching profession as a "Stepping stone" into other organization. Looking at continuance commitment, employees association with the organization is based on economic benefits gained. This implies that the need to stay is determined by the perceived cost of leaving the organization.

Nevertheless, the study reported a low continuance commitment suggesting that teachers still want to leave despite the cost associated with leaving the organization. The reason could be that, teachers for the past years have not accumulated attractive investments such as pension and organisational specific skills and therefore not lured to stay with Ghana Education Service. Meyer and Allen (1991) supported this and noted that on the part of normative commitment, employees remain with the organization because they ought to remain. The results also exhibit low normative commitment suggesting that there is no strong feeling of obligation to schools and teaching profession in teachers. This state of affairs raises a concern on the level of loyalty teachers have. Low normative commitment in this case could be perceived lower "what could even be there for me" in terms of

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teachers' needs and interest. The results therefore show that teachers lack commitment for the teaching job and therefore was in line with (Mkumbo, 2012; Jonathan, Thibeli & Darroux, 2013). Perhaps, this could be associated with the unresolved teachers needs and interest that have put in place sceptical relationship with the government leading to frequent strike actions.

The study further sought to find out the intention of teachers to quit the teaching profession. Respondents were asked to indicate their intention to quit. The responses are presented in the table below.

Table 7: Teaches intention to quit

Intention to quit	Mean	Standard deviation
I think a lot about leaving the organisation (G.E.S).	3.60	1.67
I am actively searching for alternative to the organization (G.E.S).	3.58	1.66
As soon as it is possible, I will leave the organisation (G.E.S).	3.60	1.68
Overall Mean= 3.593		

Source: Field Work, 2014.

The results from Table 7 revealed that, the majority of the teachers in the second cycle institutions in Tamale metropolis had high intention to quit the teaching job ($\overline{X}$ = 3.593). Given the theory of planned behaviour reinforces a high likelihood of intention being converted into actual behaviour, it is sufficient to infer that should an alternative presents itself, the teachers will quit teaching. They put this intention into actual behaviour by stating that next year should there be alternative, they will quit. This is due to weak retention mechanisms put in place to keep teachers in their jobs. This implies that the teachers in the second cycle institutions in the Tamale Metropolis

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selected for the study had intention to quit the job. This could be attributed to the fact that the teachers are not satisfied with the job.

The results are in line with that of Mowday, Koberg, and McArthur (1984), Tett and Meyer (1993), and Mohamed, Taylor, and Hassan (2006). In their views, intention to quit and turnover is linked to employee job satisfaction. Intention to quit has been found to be highly correlated to both job satisfaction and organisational commitment. Employees who are satisfied with their jobs tend to stay, while those who are dissatisfied often look for new jobs. Thus, job satisfaction and turnover move in opposite directions; when job satisfaction is reported to be high, turnover is often low, and vice versa.

This finding was also found to be in line with that of Jonathan, Thibeli and Darroux (2013) who found in their study that teachers in secondary schools in Tanzania had higher intention to quit the teaching profession. The study also reported very low normative commitment suggestion that there is almost no strong feeling of obligation to schools and teaching profession in teachers.

Again, the results were analysed in order to find out whether there was a relationship between the teachers' socio-demographic variables and employee motivation. Both t-test and one way analysis of variance (ANOVA) were employed in order to assess whether teachers motivation is influenced by their socio-demographic characteristics. The T-test was employed where socio-demographic variables were only two categories. These included gender (1= male, 2= female) and category of staff (1= professional, 2= non-professional). Characteristics of respondents such as educational level, age, and years of experience where the variables were more than two categories,

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one way analysis of variance was used. Table 8 presents the mean responses of teachers' motivation by socio-demographic characteristics.

Table 8: Socio-demographic and employee motivation

Socio-demographics	N	Mean	Std D	t/F	p-value
Sex					
Male	139	2.81	1.22	3.35	0.001*
Female	64	3.41*	1.45		
Category staff					
Professional	173	3.12*	1.22	3.31	0.001*
Non-professional	30	2.33	1.04		
Age					
20-29	55	2.54	1.08		
30-39	79	2.74	1.12	18.7	0.000*
40 and above	69	3.67*	1.18		
Educational level					
Diploma	2	3.50	0.71		
Degree	169	2.96	1.23	0.56	0.571
Post-graduate degree	32	3.17*	1.23		
Teaching experience					
Less than 5 years	67	2.50*	1.07		
5-9	17	2.76	0.97		
10-19	75	3.01*	1.26	11.9	0.000*
20-29	37	3.68*	1.03		
30 and above	7	4.71*	0.49		

Source: Field Work, 2014.   p≤0.05 **Post-hoc test***

The t-test results show that there were significant statistical differences in the mean score on teachers' motivation ($p < 0.001$) with regards to gender and category of staff respectively. The male had a mean score ($\overline{X}$ = 2.81) indicating a disagreement and a female mean score ($\overline{X}$ = 3.41) indicating moderate agreement. The more convincing reason for this trend could be that males have responsibility as being bread winners of their families and therefore would tend to have higher expectations of reward. Conversely, the t-

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test results revealed that there were no significant statistical differences in the mean scores of teachers' motivation (p<0.571) on the category of staff basis.

The ANOVA revealed that there were significant statistical difference at (p < 0.000) on teachers' motivation for age groups and years of experience basis. The mean score for each of the age group was Group 1 (20-29 years, $\overline{X}$ = 2.54), group 2 (30-39 years, $\overline{X}$ =2.74) and group 3 (40 and above years, $\overline{X}$ = 3.67). Also, the mean score for the years of experience was < 5 years ($\overline{X}$ = 2.50), and 30 years and above ($\overline{X}$ = 4.71). The post-hoc test suggests that teachers with less years of experience considered themselves not being motivated, whereas their counterparts with 30 years and above experience are motivated. The reason could be that teachers with longer years of teaching experience could hold higher rank or position in the school.

Table 9: Socio-demographic characteristics and job satisfaction

Socio-demographics	N	Employee satisfaction Mean	Std D	t/F	p-value
Sex					
Male	139	2.51	1.09	3.63	0.000
Female	64	3.17	1.40		
Category staff					
Professional	173	2.79	1.26	2.07	0.044
Non-professional	30	2.35	1.03		
Age					
20-29	55	2.07*	0.77		
30-39	79	2.29	1.12	54.3	0.000
40 and above	69	3.73*	1.01		
Educational level					
Diploma	2	2.00	0.00		
Degree	169	2.71	1.23	0.40	0.671
Post-graduate degree	32	2.79	1.32		
Teaching experience					

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Less than 5 years	67	2.02*	0.77		
5-9	17	2.32	0.98		
10-19	75	2.77	1.28	22.2	0.000
20-29	37	2.76	1.00		
30 and above	7	4.43*	0.53		

Source: Field work, 2014.

Independent samples t-test results in table 8 indicated significant statistical differences in the mean score on teachers' satisfaction (P< 0.000, P< 0.044) for gender and category of staff respectively. Contrarily, educational level of respondent did not show any significant difference in the means score (P > 0.05). The results suggest that female teachers were satisfied with the teaching job while their male colleagues were not satisfied with the teaching profession. Also, the result show that teachers were not different in their satisfaction with the teaching job when it comes to their educational level showing a mean score ($\overline{X}$ = 2.00, $\overline{X}$ = 2.71, $\overline{X}$ = 2.79) for diploma, degree and post-graduate degree respectively. Despite the mean differences respondents disagreed that they were not satisfied.

Significant statistical difference in mean score on teachers' job satisfaction with regard to their age and years of experience (P< 0.05) was also observed. From table 8, the mean score for age group 20-29 years is ($\overline{X}$ = 2.07), 30-39 ($\overline{X}$ = 2.29), 40 years and above ($\overline{X}$ = 3.73) and mean score for years of experience < 5 years is ($\overline{X}$ = 2.02), and 30 years and above is ($\overline{X}$ = 4.43). The results suggest that young teachers were dissatisfied with the teaching job whereas their colleagues from the age of 40 years and above were satisfied with the teaching job. Similarly, mean scores for those less than 5 years ($\overline{X}$ = 2.02), were different to those who had worked 30 years and above ($\overline{X}$ =4.43); whereas the former disagreed the latter agreed.

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The findings of Bobbitt, Leich, Whitener and Lynch (1994) and Kirby (1997) that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age is in line with this finding. In their studies, the relationship between teachers' age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher turnover is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years (among those with longer years of experience in the teaching profession). Although there are some disagreements as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years.

Table 10: Teachers' organizational commitment by socio-demographic characteristics

Socio-demographics	N	Mean	Std D	t/F	p-value
Sex					
Male	139	2.73	1.15	2.59	0.010
Female	64	3.19	1.80		
Category staff					
Professional	173	2.89	1.19	0.38	0.699
Non-professional	30	2.80	1.06		
Age					
20-29	55	2.24*	0.82		
30-39	79	2.51	1.06	50.9	0.000
40 and above	69	3.81*	0.94		
Educational level					
Diploma	2	2.00	0.00		
Degree	169	2.83	1.15	1.59	0.207
Post-graduate degree	32	3.16	1.27		
Teaching experience					
Less than 5 years	67	2.22*	0.78		
5-9	17	2.41	1.00	22.4	0.000

Column header: Organizational commitment

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10-19	75	2.92	1.24
20-29	37	3.91	0.76
30 and above	7	4.28*	

Source: Field work, 2014

Both independent samples t-test and ANOVA were used to analysis teachers' organizational commitment by socio-demographic characteristics. Independent t-test was used to analyse teachers' organizational commitment with regard to gender and category of staff. The other socio-demographic characteristics such as age and years of experience were measured along interval scale differences and therefore were analysed using one-way analysis of variance. Table 10 presents the mean responses of teachers' organizational commitment by socio-demographic characteristics.

The t-test results show that there were significant statistical differences in the mean score of teachers' organizational commitment with regard to gender (P< .010). The male respondents registered a mean score of ($\overline{X}$ =2.73) and the female registered ($\overline{X}$ = 3.19). The results from table 9 suggests that female teachers were more commitment to teaching job than their male counterpart. On the contrary, the t- test results revealed that there were no significant statistical differences in teachers' organizational commitment with regard to category of staff and educational level. Respondents in each of these categories expressed low commitment to teaching job ($\overline{X}$ = 2.80 and below).

The one-way analysis of variance revealed that there was a significant statistical difference in the teachers' organisational commitment with regard to age and years of experience (P< 0.05). The young and older teachers registered a mean score ($\overline{X}$ = 2.24) and ($\overline{X}$ = 3.81) respectively. The results suggest that older teachers were committed more to the teaching job than their

young counterpart. Also, the results revealed that while the respondent with less than 5 years of teaching experience indicate low commitment ($\overline{X}$ = 2.22) their counterparts with 30 and above years of teaching experience expressed high commitment to the teaching job.

Table 11: Motivation for teaching

Motivation	Mean	Std D
Opportunities for training and development given to staff is what motivated me to enter into teaching	3.03	1.29
Salary and benefits package given to teachers in GES motivated me to go into teaching	2.90	1.30
The recognition and rewards for good performance given to teachers motivated me to enter into teaching	2.91	1.29
The job security for employees in GES motivated me to enter into teaching	3.38	1.26

Source: Field work, 2014.

Table 11 presents results on the mean responses of respondents on what motivates them to go into the teaching job. The respondents show high agreement for the statements "the job security for employees in GES motivated me to go into teaching" and opportunity for training and development given to staff of GES motivated me to go into teaching" revealing a mean score of ($\overline{X}$ = 3.38) and ($\overline{X}$ = 3.03) respectively. Contrarily, the mean score of respondents on the following statement "the recognition and rewards for good performance given to teachers motivated me to enter into teaching" ($\overline{X}$ = 2.91) and "salary and benefits packages given to teachers in GES motivated me to go into teaching" ($\overline{X}$ = 2.90) indicate disagreement. The

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results therefore suggest that most teachers were motivated to go into teaching because of job security and opportunity for training and development and this finding is in line with Osipow (1983), Locke (1975), Samuel and Chipunza (2009), Smit and Cronje (2002) and Hay (1999).

These earlier studies showed that people go into teaching for many reasons such as a life-long career, job security and steady income, in order to earn a living, love for the teaching profession, social mobility, progress on the job, prestige, salary and conditions of service and self-concept, and training and development.

Osipow (1983) noted that one makes a choice based on the fact that he wants to maximise profit. This may not necessarily be financial but something of value to the person. Osipow (ibid) notes further that factors beyond human control influence people's vocational choice. According to him, people have far less freedom in choice making and that what the individual does is what society expects of him. He also notes that chance factors influence man's decision making and that the organisation of society influences people's vocational choice. Added to this factor are economic opportunities. It was therefore concluded that factors other than what an individual demands such as government policy can influence ones career choice. Chance factors such as opportunity of getting appreciable salary and the community or locality one resides in can also influence an individual vocational choice.

Similarly, Samuel and Chipunza's (2009) study in South Africa on employee retention and turnover result showed that employees in both public and private sector organisations were, to a very large extent, influenced to stay in their respective organisations by a combination of intrinsic and extrinsic

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motivational factors. Hence, teachers' intention to enter into teaching to a large extent depends on motivation.

Table 12: Mean responses on intention to quit by gender

		Intention to quit			
	N	Mean	Std D	t-value	p-value
Sex					
Male	139	4.86	1.49	4.89	0.00
Female	64	2.75	1.72		

Source: Fieldwork, 2014

An independent samples t-test results (Table 12) revealed significant difference in the mean score on intention to quit ($p< 0.05$) on gender basis. The result shows a mean score ($\overline{X} = 4.86$) for male and ($\overline{X} = 2.75$) for female. The results therefore suggest that male teachers were more likely to quit teaching job than their female counterparts. The males are often seen as the breadwinners of their families and as such want jobs that are lucrative and well paid. This could be a reason why males are more likely to leave than their female counterparts. The results supported the hypothesis "Teachers' intention to quit significantly varies by sex". The result is in line with Lischinsky (2009) and El-Jatdali, Dimassi, Nuhad, and Mouro (2009) who found that male teachers had a higher intention to quit than females.

The findings of Zehava, Ilan and Ayalla (2006) on gender- based framework of the experience of job security and its effects on work attitudes of Israel school teachers support this result when found in the study that males showed higher scores for intention to leave than females. In the same vein, Sumpson and Sompson (1969) findings confirmed this they found that most of the female teacher who left their occupation did so because of reasons not

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related to the position itself, while the few male who left the occupation reported such reasons.

Table 13: Intention to quit by age

			Intention to quit		
	N	Mean	Std D	F-value	p-value
Age					
20-29	55	5.00	0.00	1.59	0.206
30-39	79	4.54	1.65		
40 and above	69	3.21	1.75		

p≤0.05
Source: Field Work, 2014

A one–way analysis of variance indicated that there were no significant statistical difference (p>0.05) on intention to quit for the three age cohorts (20 – 29 years; 30 – 39 years; 40 years and above). The results in table 12 suggest that no significant difference in the mean score for age group 1 (20 – 29 years) = ($\overline{X}$ =5.0); group 2 (30 – 39 years) = ($\overline{X}$ = 4.54); and group 3 (40 year and above) = ($\overline{X}$ = 3.21). In this case the hypothesis. The findings contradict that of Lee (2013); Hemdi and Rahim, (2011); Jonathan, Thibeli and Darroux (2013); and Mfaume (2012) and Burke (1994). These scholars concluded in their findings that there is significant difference in intention to quit and age. Perhaps the current economic challenges facing the country have led to an increase in cost of living and various challenges facing teachers union and government.

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Table 14: Intention to quit by educational level

		Intention to quit			
	N	Mean	Std D	F-value	p-value
Educational level					
Diploma	2	5.00	0.00		
Degree	169	4.54	1.65	1.59	0.206
Post-graduate degree	32	3.22	1.75		

Source: Field Work, 2014

The t-test results revealed that there was no significant difference in the mean scores on intention to quit (p>0.05) and educational qualification. The results in table 12 showed that the mean score for degree holders was ($\overline{X}$ = 4.54) and postgraduate degree holders was ($\overline{X}$ = 3.22). This means that both degree and postgraduate degree teachers were displaying high intention to quit the teaching job. This result reinforces Choong et al (2013) assertion that no difference exists between employees' educational qualification and intention to leave. Contrarily, the findings of the study contradict Rambur (2003) and Burke (1994) who found significant difference in intention to quit and educational qualification.

Table 15: Intention to quit by years of experience

		Intention to quit			
	N	Mean	Std D	F-value	p-value
Teaching experience					
Less than 5 years	67	4.48*	1.29		
5-9	17	4.35	1.17	25.7	0.000
10-19	75	3.60	1.57		
20-29	37	2.05	1.39		
30 and above	7	1.14*	0.38		

Source: Field Work, 2014

A one- way analysis of variance was performed to determine whether there was difference in intention to quit in relation to years of experience. The results from table 13 revealed that there were significant differences in intention to quit with regard to years of experience ($p < 0.000$). The mean score of teachers less than 5 years was ($\overline{X} = 4.48$) and 30 years and above was ($\overline{X} = 1.14$). The results suggest that teachers with less than 5 years of experience display high intention to quit than their counterpart with 30 and above years of experience. The results support the hypothesis that "teachers' intention to quit significantly varies by years of experience''. The reason for this result could be that, those with less years of experience have little to lose in terms of benefits associated with long service such as accumulated pension and promotion.

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Table 16: Correlation matrix among motivation, job satisfaction, organizational commitment and intention to quit

	Motivation	Satisfaction	Commitment	Intention to quit
Motivation	1			
Satisfaction	.467[**]	1		
Commitment	.405[**]	.503[**]	1	
Intention to quit	-.470[**]	-.491[**]	-.573[**]	1

**. Correlation was significant at (p< 0.01) (2- tailed)

Pearson product- moment correlation coefficient was employed to determine the relationships that exist among the study variables and was subject to two- tailed test of statistical significant. The correlation was significant at p< 0.01 probability level. Correlation coefficient (r) was interpreted according to the guidelines recommend by Cohen (1988), i.e. small (r= .10 - .29), medium/moderate (r= .30 – .49) and large (r= .50 – 1.0).

The results obtained from table 16 revealed moderate negative association between intention to quit with both motivation (r= -.470, n= 203, p< 0.01) and satisfaction (r= -.491, n= 203, p< 0.01). Also, there was large correlation between commitment and intention to quit (r= -.573, n= 203, p< 0.01).

Subsequently, multiple regression was employed to examine the influence of motivation, job satisfaction and job commitment on intention to quit and the results are displayed on Table 17.

Table 17: Regression results on intention to quit by motivation, job satisfaction and organizational commitment.

Variables	*B*	*SEB*	*β*	*T*	*p-value*
Motivation	-0.154	0.060	-0.113	2.553	0.011
Job satisfaction	-0.564	0.092	-0.418	6.159	0.000
Organizational commitment	-0.567	0.093	-0.399	6.083	0.000
Constant	7.215	0.201		35.85	0.000

$R^2 = 0.696$; Adjusted $R^2 = 0.691$; F-value = (151.8), P<0.05

Source: Fieldwork, 2014

There is a significant negative relationship between job satisfaction and intention to quit.

H_0: There is no negative relationship between job satisfaction and intention to quit.

H_1: There is significant negative relationship between organisational commitment and intention to quit.

H_0: There is no significant negative relationship between organisational commitment and intention to quit.

H_1: Job satisfaction significantly influences intention to quit than organisational commitment and motivation.

H_0: Job satisfaction does not significantly influence intention to quit than organisational commitment and motivation.

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On the whole, the regression model show that motivation, satisfaction and job commitment significantly explain more than half (69%) of the variation in teachers intention to quit. However, the explanatory variables did not exert same level of influence on the dependent variable. From the table 17, job satisfaction made the most significant but negative contribution to intention to quit (β= -0.418, p< 0.00) implying that when job satisfaction is high, intention to quit will be low and the reverse is true. Therefore, the hypothesised statement that: there is a significant negative relationship between job satisfaction and intention to quit was supported, likewise the hypothesis that job satisfaction significantly influences intention to quit than organisational commitment and motivation.

This observation supports the results of Mbah and Ikemefuna (2012) when they sought to see the relationship between job satisfaction and employee's turnover intention in Total Nigeria and the finding of the study showed that, the greater the job satisfaction the less likely is the turnover intention. This means that employees who are satisfied with their jobs tend to stay, while those who are dissatisfied often look for new jobs. Thus, job satisfaction and turnover move in opposite directions; when job satisfaction is reported to be high, turnover is often low, and vice versa.

In addition, Holtom, Mitchell, Lee, and Eberly (2008), and Martin (2011) state that job satisfaction has been shown to be related to an employee's thoughts of quitting, and intention to quit has been found to be the best predictor of actual turnover, under certain circumstances. In this case employees may be dissatisfied with their pay or supervisor, but a high level of

organisational commitment, may override that dissatisfaction and the employee will decide to remain with the organisation.

Organization commitment also pulled a relatively negative contribution to intention to quit (β= -0.399, p<0.00) so the proposition that there is significant negative relationship between organisational commitment and intention to quit was confirmed. Though Vander, denberghe, and Tremblay (2008) claim that organisational commitment does better in influencing teachers intention to quit than job satisfaction, a contrary observation was established in this study.

The variable that made the least contribution but significant to intention to quit was motivation (β= -0.113, p< 0.01). Perhaps, motivation exerted less impact owing to the fact that job satisfaction and employee commitment moderates the relationship between employee motivation and intention to quit. This is because one's level of satisfaction as stated in the conceptual model is dependent on motivation and so is job commitment. Consequently, it suggests that the more motivated an individual is the more satisfied and committed he/she is to his or her organisation and less likely to quit their job.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the research process as well as the key findings that emerged from the research. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. Areas suggested for further research are also presented in this final chapter of the study.

Summary

Generally, the study investigated the influence of motivation, job satisfaction and organisational commitment on intention to quit teaching. Specifically, the study sought to:

1. Determine what motivates teachers to go into teaching in senior high schools;

2. Examine differences in teacher's intention to quit across gender;

3. Assess the relationship between job satisfaction and teachers' intention to quit;

4. Examine relationship between organisational commitment and teachers' intention to quit.

The cross-sectional survey design was adopted to carry out the study. The accessible population for the study comprised all teachers in all second cycle schools in Tamale Metropolis. A representative sample size of 203 was selected for the study using Krejcie and Morgan (1970) sample size determination formula. Self-developed and adapted questionnaire were used

for data collection. Data was analysed using Statistical Product and Service Solutions (SPSS) version 21. The descriptive statistics was used to analyse the data including means, standard deviations, frequencies and percentages. One way analysis of variance (ANOVA) and independent samples t-test were used to examine the differences in the demographic variables and dependent variable (intention to quit). Bivariate correction analysis was conducted to identify the relationship between independent variables (Motivational, job satisfaction, organisational commitment) and dependent variable (intent to quit). The product-moment correlation coefficient (r) was used for this analysis. Multiple regression analysis was conducted to show how the dependable variables can be predicted by the independent variables.

Key Findings

The study revealed that:

1. The majority of the teachers agreed that the job security for employees of GES, opportunities for training and development given to GES staff, motivated them to enter into teaching profession. The results therefore suggest that most teachers were motivated to go into teaching because of job security and opportunity for training and development.

2. The t-test results show that there were significant statistical differences in the mean score on teachers' intention to quit ($p < 0.001$) with regards to their sex.

3. The ANOVA revealed that there were significant statistical difference at ($p < 0.000$) in teachers' motivation between age groups and years of experience basis. The mean score for each of the age group was Group 1 (20-29 years, $\overline{X} = 2.54$), group 2 (30-39 years, $\overline{X} = 2.74$) and group 3

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(40 and above years, $\overline{X}$ = 3.67). Also, the mean score for the years of experience was < 5 years ($\overline{X}$ = 2.50), and 30 years and above ($\overline{X}$ = 4.71). The post-hoc test suggests that teachers with less years of experience considered themselves not motivated, whereas their counterparts with 30 years and above experience are motivated.

4. Independent samples t-test results indicated significant statistical differences in the mean score on teachers' satisfaction (P< 0.000, P< 0.044) for gender and category of staff respectively. Contrarily, educational level of respondent did not show any significant difference in the mean score (P > 0.05). The results suggest that female teachers were satisfied with the teaching job while their male colleagues were not satisfied with the teaching profession. Also, the result show that teachers were not different in their satisfaction with the teaching job when it comes to their educational level showing a mean score ($\overline{X}$ = 2.00, $\overline{X}$ = 2.71, $\overline{X}$ = 2.79) for diploma, degree and post-graduate degree respectively. Despite the mean differences respondents disagreed that they were satisfied.

5. The t-test results show that there were significant statistical differences in the mean score of teachers' organizational commitment with regard to gender (P< .010). The male respondents registered a mean score ($\overline{X}$ =2.73) and the female ($\overline{X}$ = 3.19). The results suggest that female teachers were more committed to teaching job than their male counterpart. On the contrary, the t- test results revealed that there were no significant statistical differences in teachers' organizational commitment with regard to category of staff and educational level.

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Respondents in each of these categories expressed low commitment to teaching job ($\overline{X}$ = 2.80 and below).

6. The one-way analysis of variance revealed that there was a significant statistical difference in the teachers' organisational commitment with regard to age and years of experience (P< 0.05). The young and older teachers registered a mean score of ($\overline{X}$ = 2.24) and ($\overline{X}$ = 3.81) respectively. The results suggest that older teachers were committed more to the teaching job than their young counterpart. Also, the results revealed that while the respondent with less than 5 years of teaching experience indicated low commitment ($\overline{X}$ = 2.22) their counterparts with 30 and above years of teaching experience expressed high commitment to the teaching job.

7. The t-test results revealed that there was no significant difference in the mean scores on intention to quit (p>0.05) and educational qualification. The results showed that the mean score for degree holders was ($\overline{X}$ = 4.54) and postgraduate degree holders was ($\overline{X}$ = 3.22). This means that both degree and postgraduate degree teachers were displaying high intention to quit the teaching job.

8. The results revealed that there were significant differences in intention to quit with regard to years of experience (p< 0.000). The mean score of teachers less than 5 years was ($\overline{X}$ = 4.48) and 30 years and above was ($\overline{X}$ = 1.14). The results suggest that teachers with less than 5 years of experience display high intention to quit than their counterpart with 30 and above years of experience.

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9. The results revealed moderate negative association between intention to quit and satisfaction (β = -0418, p<0.01), organisational commitment (β = -0.399; p<0.01) and motivation (β =-0.113; p<0.01).

Conclusions

From the findings of this study, the following conclusions were made. Opportunity for training and development, job security, recognition and reward and salary are the main motivators of teachers in the Tamale Metropolis. It is again concluded that teachers' intention to quit varies by sex and working experience. This implies that intention to quit the teaching job is not a homogeneous phenomenon; hence strategies needed to retain teachers should take into consideration the variability of intention to quit across people of socio-demographic factors.

Job satisfaction significantly impacts teachers' intention to quit. This observation reiterates the view that one means to retain employees is to ensure that they are satisfied with their job. Moreover, organisational commitment leads to less likelihood of quitting, and so is motivation. Therefore, it indicates that the more teachers are committed to their job or motivated well, the higher the probability of them staying.

Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations were made regarding motivation, job satisfaction, and organisational commitment and quit intentions of teachers:

1. From the findings of the study, teachers should be motivated by government and government agencies responsible for education such as the Ministry of Education and Ghana Education Service as much as possible to retain them in

the teaching profession to improve the quality of instruction given in schools. Better conditions of service should be provided by Ghana Education Service as an agency of government to motivate people to enter into teaching. Governmental, Non-governmental Organisations, and stakeholders in education should give proper support to teachers in the form of incentive packages to serve as motivation to retain them in the teaching profession.

2. School authorities particularly school administrators; Parents Teachers Associations (PTAs), School Management Committees (SMCs) should encourage teachers and give them some resources through financial support, organization of regular staff meetings to share views and concerns, and development programmes to increase job satisfaction and to promote teacher efficiency.

3. Teacher training institutions, teacher institutes, and universities in Ghana should give appropriate professional training to teachers that would motivate them to enter into teaching and avoid quitting in the near future and increase their job satisfaction to retain them in the teaching profession. In-service training, refresher courses, and on the job training should be orgainsed regularly by Ghana Education Service to help teachers to improve upon their professional, pedagogical, and personal skills. This would help to give the needed and expected recognition of teachers from the community.

4. The study revealed that job satisfaction is a major means with which teachers can be retain, hence efforts should be made to ensure that teachers are satisfied with their job so as to retain them. In a bid to ensuring teachers satisfaction, the most preferred motivational packages of teachers unravelled by the study can be used as benchmarks.

Suggested Areas for Further Research

It must be emphasized that this study forms part of other similar researches that have been conducted in different areas. Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. Moderating effect of job satisfaction and job commitment on the relationship between motivation and teachers' intention to quit could be investigated.

2. This study was able to explain about 60% of the reason for teachers' intention to quit suggesting that 40% was unaccounted for. Therefore, future studies are needed to uncover the remaining dynamics to intention to quit.

3. The relationship between teachers' attitude towards teaching as a profession and their intention to quit teaching is also worth investigating.

4. Finally, a combination of both qualitative and quantitative methodologies may be useful in further understanding the complex relationship among employee motivation, job satisfaction, job commitment and intention to quit.

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APPENDIX

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

QUESTIONNAIRE FOR RESPONDENTS

Dear Sir/Madam,

This questionnaire is being used to gather information on influences of motivation on job satisfaction and organizational commitment as they relate to teachers' intention to quit and actual quits (turnover) in Ghana's second cycle schools: a case study of Tamale Metropolis in partial fulfilment of the requirement of the Master of Commerce (Human Resource Management) degree programme. You are assured that your responses will be treated as confidential. This is for academic purposes only. Please feel free to provide candid responses. Thank you for your co-operation.

Section A: Socio-demographic Profile of Respondents

1.   Sex

        a. Male

        b. Female

2.   Age of respondents……………………………………………..

3.   Educational level

        a. Diploma

        b. Degree

        c. Post graduate diploma/certificate

        d. Masters (Mphil, Msc.,MBA, M.ed and M.A)

4.   Category staff

    a. Professional teacher

    b. Non- professional teacher

5. How many years have you been teaching? ....

Section B: Teachers' Reasons for Teaching and Expectations

Please, respond to all items given below by putting a **tick** [√] in the appropriate space using the following scale: 1= Weak Agreement to 5= Strongly Agreement

S/N	Statements	1	2	3	4	5
10	Opportunities for training and development given to staff is what motivated me to enter into teaching					
11	Salary and benefits package given to teachers motivate me to go into teaching					
12	The recognition and rewards for good performance my employer motivated me enter into teaching					
13	The job security for employee in GES motivate me to enter into teaching					

Section C. Teachers' Job Satisfaction Questionnaire

Please, respond to all items given below by putting a **tick** [√] in the appropriate space using the following scale: Weak Agreement=1 to Strong Agreement=5

	Statements	1	2	3	4	5
14	Teaching is an interesting job to me					
15	I am satisfied with my professional ability for doing my job					
16	I am happy with cooperation I receive from school management team.					
17	I am satisfied with autonomy I have in making decisions about my daily tasks					
18	The monthly salary is sufficient to meet all important expenses					
19	I am happy with the cooperation I receive from my workmates.					
20	I feel comfortable with my present level of responsibility in my job					
21	I enjoy much freedom in my place of work.					
22	I feel satisfied with the recognition I have in the community					
23	I feel comfortable with my future incomes.					

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24	I am satisfied with in-service training opportunities available for me as a teacher					
25	I feel comfortable with rewards I get for doing a good job in the school.					
26	I am comfortable with the promotion opportunities available to me as a teacher					
27	I enjoy collegial relationship with fellow teachers					
28	I feel protected against arbitrary dismissal from my current employment					
29	I feel fairly paid by my employer.					
30	I feel satisfied with opportunities for training and professional development available					
31	I am not intending to change my profession.					
32	The promotion process and procedure used by my employer are fair					
33	Teaching is a challenging job to me.					

Section C: Organisation commitment questionnaire

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Please, respond to all items given below by putting a **tick** [√] in the appropriate space using the following scale: Weak Agreement=1 to Strong Agreement=5

S/N	Items	1	2	3	4	5
34	I am willing to put in a great deal of effort beyond that normally expected in order to help this organization to be successful					
35	I talk up this organizational to my friends as a great organization to work for					
36	I feel very little loyalty to this organization					
37	I would accept almost any type of job assignment in order to keep working for this organization					
38	I find that my values and the organization's values are very similar					
39	I am proud to tell others that I am part of this organization					
40	I could just as well be working for a different organization as long as the type of work was similar					
41	This organization really inspires the very best in me in the way of job performance					
42	It would take very little change in my present circumstances to cause me to leave this					

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		1	2	3	4	5
	organization					
43	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined					
44	There's not too much to be gained by sticking with this organization indefinitely					
46	Often, I find it difficult to agree with this organization's policies on important matters relating to its employees					
47	I really care about the fate of this organization					
48	For me, this is the best of all possible organizations for which to work					
49	Deciding to work for this organization was a definite mistake on my part					

Section D: Intention quit

Please, respond to all items given below by putting a **tick** [√] in the appropriate space using the following scale : Weak Agreement=1 to Strong Agreement=5

S/n	Items	1	2	3	4	5
50	I think a lot about leaving the organisation (G.E.S).					
51	I am actively searching for					

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	alternative to the organisation (G.E.S).					
52	As soon as it is possible, I will leave the organisation (G.E.S).					

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