Teacher motivation and job satisfaction on intention to quit: An empirical study in public second cycle schools in Tamale metropolis, Ghana

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Abstract- The study investigated the influence of motivation and job satisfaction on teachers' intention to quit teaching in public senior high schools in Tamale Metropolis, Ghana. Data were collected using self-reported questionnaire from 203 teachers in selected schools in Tamale Metropolis. Cross-sectional survey design was used with questionnaire as the main data collection instrument using a multi-stage sampling procedure. Regression analysis and descriptive statistical analysis were employed in discussion of the data. The results revealed that job satisfaction made the most significant but negative contribution to intention to quit. Motivation made the least but significant contribution to intention to quit. It is recommended that training and development programmes as well as offering of more extrinsic motivation variables by all stakeholders in the education sector is required to retain more teachers in public schools.

Index Terms- Teaches, motivation, job satisfaction, intention to quit, turnover

I. 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). Intention to quit has been acknowledged to be the best predictor of actual turnover (Micheal & Spector, 1982; Mobley, 1977; Horn & Griffeth, 1995). 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), Jocobs and Roodt (2007) cited in Hussain and Asif, (2012) contended that intention to quit are the mental decisions prevailing between an individual's approach with reference to a job to continue or leave the job. Intention of employee to quit is an indication of the level of job dissatisfaction of the employees in the organisation which is influence by motivation (Mbah & Ikemefuna, 2012).

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 (2009), for instance lamented that about 10,000 teachers leave the Ghana Education Service (GES) annually for various reasons. In addition, Mrs. Irene Duncan-Adanusa, the General Secretary of Ghana National Association of Teachers disclosed that an estimated 33,185 teachers in Ghana had abandoned their post in recent years to seek greener pastures (graphic.com.gh, 15th August, 2013). 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 motivation and satisfaction are the most influential factors 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 but researches 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 that various governments are striving to implement strategies to retain teachers (Mohan, 2010). This study therefore seeks to examine the influence of motivation and job satisfaction on intention to quit teaching among teachers in public senior high schools in the Tamale Metropolis.

Specifically, the study sought to:
  i. Determine what motivates teachers to go into teaching in senior high schools;
 ii. Examine the teachers' job satisfaction level;
iii. Examine relationship between motivation and teachers' intention to quit;
 iv. Assess the relationship between job satisfaction and teachers' intention to quit;

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

II. LITERATURE REVIEW

It is important to look at the influence of motivation and job satisfaction when discussing issues of employee turnover and retention, because motivation is one of the factors with greatest influence. Pinder and Latham (2005) defined motivation 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. The main central themes to the research such the concept of motivation, job satisfaction, turnover and all related literature are hereby by discussed.

Theoretical review

The main theoretical underpinnings for the study include Herzberg's two factor theory and The Effort-Reward Imbalance (ERI) Model (Siegrist, 1996; 1998). 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 offered opportunities for promotion, recognition, responsibilities, personal growth and achievement (Robbins & Judge, 2007).

The Effort-Reward Imbalance (ERI) Model (Siegrist, 1996; 1998) puts its emphasis on the reward rather than the control structure of work as well as emphasizing personal characteristics. Rewards are distributed to employees/employers by three transmitter systems: money (i.e. adequate salary), esteem (e.g. respect and support) and security/career opportunities (e.g. promotion prospects, job security and status consistency). The ERI Model claims that lack of reciprocity between 'costs' and 'gains' (i.e. high effort/low reward conditions) may cause a state of emotional distress which can lead to cardiovascular risks and other strain reactions like poor subjective health and sickness absence. If teachers are not adequately rewarded for their efforts, then it can be concluded by this model that, they will quit their jobs.

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). On the other hand, 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. Turnover of employee can have both positive and negative impact on organisation. Though new employees bring new ideas and vigor, employees voluntarily leaving organizations may have psychological and economic cost to the remaining employees and the organization respectively. The economic cost includes the cost incurred from recruitment processes to placement of newly hired employees. It also affects the brand name and image of the organization.

Motivational variables

The study will therefore look at both intrinsic and extrinsic motivational variables and how they influence teachers' job satisfaction and organisational commitment. Samuel and Chipunza (2009) found that training and development have significant influence on retention on both public and private organisations. 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 job satisfaction and greater intention to stay (Lum, Kervin, Clarki & Sirola, 1998). Samuel and Chipunza (2009) noted that recognition and rewards for good performance are significant determinants of employees' retention, in both private and public sector organisations.

Motivation and Intention to Quit

Motivation drives employees to develop psychological value for organization which is exhibited through their organizational citizenship behavioural tendencies. Thus helps to encourage productive behaviour and discouraging unproductive behaviour (Suhasini & Babu, 2014). Studies show that training and development have significant influence on retention on both public and private organisations (Samuel & Chipunza, 2009; Kaiser, 2006; Tremblay, 2000). 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 job satisfaction and greater intention to stay (Lum, Kervin, Clarki & Sirola, 1998, Abeysekera, 2007). Job security has also been established to significantly influence employee retention (Samuel & Chipunza, 2009). In 2013, Asif, Hassan and Ramzan investigated the impact of motivation on employee turnover.The study shows that the importance of motivation of employee turnover in banking sector of Pakistan. Data collected from different banks and through regression and correlation result shows that the independent variable motivation is significant affect of employee turnover in banking sector which suggest that must increase motivation it would reduce the value of employee turnover in banking sector. From the following studies, the first hypothesis of the study is that:

H1: *There is a significant negative relationship between job satisfaction and intention to quit.*

Job satisfaction

Smith, Kendal and Hulin (1969) considered job satisfaction as the feelings a worker has about his or her job. 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 group 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. 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.

According to Moorman et al. (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 et al (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.

Job Satisfaction and Intention to Quit

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H2: *There is a significant negative relationship between job satisfaction and intention to quit.*

III. METHODOLOGY

The study was conducted in the Northern Region of Ghana, 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. In this study, cross-sectional survey design was used. The study adopted cross-sectional survey design because it helped the researcher to obtain snap shot information concerning the status of the phenomena under investigation. Self-administered questionnaires were used to collect primary data. Selltiz, Jahoda, Deutsch and Cook (1976) opined that 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.

Population and sample

The target population for the study was teachers in public second cycle schools in the Tamale Metropolis of the Northern Region of Ghana because it is regarded as the place with the highest rate of teacher turnover rate (GES, 2013). 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 and the return rate was95.3% representing 203 participants. 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

Data Analysis

Data from the structured self-administered questionnaire were properly cleaned and coded into the Statistical Product for Service Solution (SPSS), version 21. The descriptive statistics such as means, standard deviations, frequencies and percentages were used to describe the characteristics of the variables. Multiple regression analysis was subsequently conducted to identify the relationship among job satisfaction and motivation 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). Finally, to explain teacher's intent to quit in terms of motivation and job satisfaction, multiple regression analysis was conducted to show how the dependable variables can be predicted by the independent variables.

IQ= A +β1M+β2JS+ ℓ

Where: A is the constant, $\beta 1$ and $\beta 2$ are coefficients. M-motivation; JS- job satisfaction; 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.

IV. RESULTS

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.

The results revealed that majority of the teachers were males representing 139 (68.5%) and 64 (31.5%) were females. Majority 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. Furthermore, it was realized that 173 (85.2%) of the respondents were professional teachers whilst 30 (14.8%) of the respondents were non-professional. 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 school. Also, it was discovered that 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. Similarly, it was recorded that 37 (18.2%) of the respondents had between 20-29 years of teaching experience and the rest had >30 years of teaching experience. Since most of them have been teaching for over 5 years, it is long enough to conclude that they had gained much experience in teaching and would not want to quit.

Table 1: Teacher motivation factor(s)

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 1 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 ($\overline{X}$ = 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) indicates disagreement. The 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), Samuel and Chipunza (2009) as well as Smith and Cronje (2002) 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. But 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) asserted further that factors beyond human control influence people's vocational choice. 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.

Table 2: 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
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 2, 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 group 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 are also in consistent with the findings of Organ and Bateman (1991), Greenberg and Baron (1993), Moorman (1993), Brookfield (1998) and Demir (2002). Their findings are related to job satisfaction as observed in the responses. 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. It is for this reason that Brookfield (1998) noted that job satisfaction plays a very critical role in attracting and retaining of employees' ability in an 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 agreed with the findings of Osipow (1983), Smith 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, 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 (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 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 (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 (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.

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 3: Teacher's 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 3 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 on their jobs. This implies that the teachers in the second cycle institutions in the Tamale Metropolis 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. 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 teaching job.

Table 5: Correlation matrix among motivation and job satisfaction and intention to quit

	Motivation	Satisfaction	Intention to quit
Motivation	1		
Satisfaction	.467[**]	1	
Intention to quit	-.470[**]	-.792[**]	1

Source: Fieldwork, 2014   **.** Correlation was significant at (p< 0.000) (1- tailed)

Pearson product- moment correlation coefficient was employed to determine the relationships that exist among the study variables and was subject to one- tailed test of statistical significant. The correlation was significant at p< 0.000 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 5 revealed large to moderate negative association between intention to quit with both motivation (r= -.470, n= 203, p< 0.000) and satisfaction (r= -.792, n= 203, p< 0.000). Subsequently multiple regression was employed to examine the influence of motivation, and job satisfaction on intention to quit and the results are displayed on Table 6.

Table 6: Regression of motivation and job satisfaction on intention to quit

	B	SEB	β	T	p-value
Motivation	-0.174	0.065	-0.128	2.552	0.008
Job satisfaction	-0.987	0.065	-0.732	6.159	0.000
Constant	6.795	0.205		35.85	0.000

Source: Fieldwork, 2014 R^2 = 0.639; Adjusted R^2 = 0.636; F-value = (177.3), P<0.05

On the overall, the regression model show that motivation and satisfaction significantly explains more than half (63%) 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 6, job satisfaction made the most significant but negative contribution to intention to quit (β= -0.732, 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 accepted. 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.

Motivation made the least contribution but significant to intention to quit was (β= -0.128, p< 0.01). Perhaps, motivation exerted less impact owing to the fact that job satisfaction 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 will be, the more satisfied and committed to the job he or she will be thus intention to quit.

V.   CONCLUSION

From the findings of this study, we conclude that opportunity for training and development, job security, recognition and reward and salary are the main motivators of teachers in the Tamale Metropolis. Job satisfaction significantly impacts teachers' intention to quit. Therefore, retain employees is to ensure that they are satisfied with their job. Hence, it indicates that more teachers feel that their working conditions are well improved, the higher the probability of them staying.

Based on the findings of this study, it is recommended that teachers should be motivated by government and its agencies responsible for education 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. 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. In-service training, refresher courses, and on the job training should be organised regularly by Ghana Education Service to help upgrade 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. The study revealed that job satisfaction is a major means with which teachers can be retain, hence needed efforts should be made to ensure that teachers are satisfied with their job so as to retain them. In bid to ensuring teachers satisfaction, the most refereed motivational packages of teachers unravelled by the study can be used as benchmarks.

Limitations and Directions for Future Research

This research is subject to the generic limitations of survey research. The research also focused on one district within the region and only motivation and job satisfaction was looked as factors associated to intention to quit. It is therefore not generalisable to entire teaching service in the region. Thus, future research could also be replicated to other sectors, including a comparison between the private and public sector schools. In addition, future research framework and hypothesis developed for this study could be expanded to include personality factors and psychological contract as an antecedent of job satisfaction and motivation.

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