

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS THAT INFLUENCE TEACHER ATTRITION: A CASE STUDY
OF PUBLIC JUNIOR HIGH SCHOOLS IN THE KWADASO CIRCUIT OF THE
KWADASO MUNICIPALITY

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, KOFI OPPONG-KYEKYEKU, declare that this Project Report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of Project Report as laid down by the University of Education, Winneba.

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DEDICATION

To my wife, Hagar Oppong-Kyekyeku Baidoo, and my children, Kwadwo Sika Oppong-Kyekyeku, Kwaku Oppong-Kyekyeku, Kwame Agyei Oppong-Kyekyeku and Abena Abrafi Oppong-Kyekyeku.



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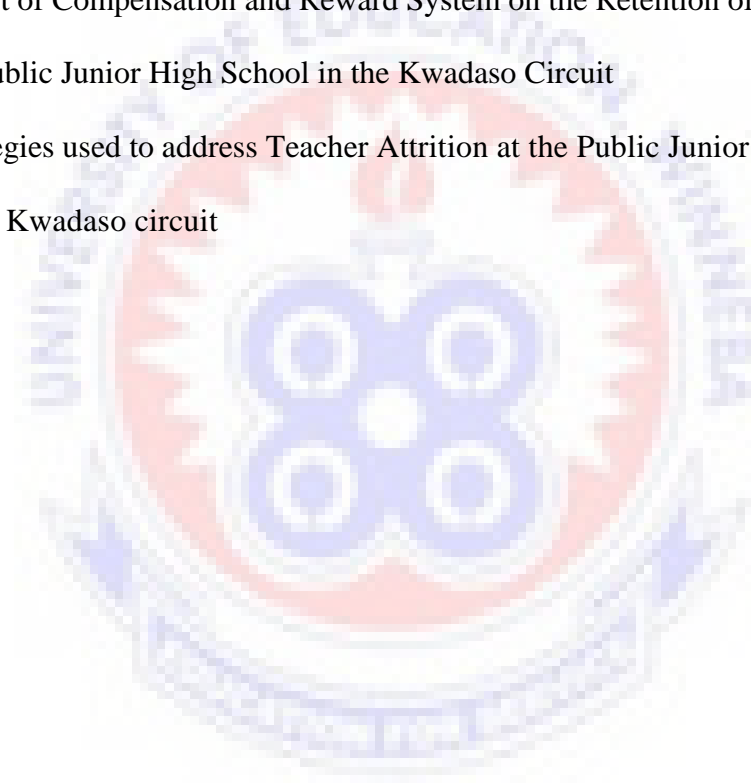
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ABSTRACT

The study was conducted to examine the factors that influence teacher attrition in public junior high schools in the Kwadaso circuit. Descriptive survey design using quantitative approach was employed for the study. The target population of the study consisted of all the 161 teachers and head teachers in the nine public junior high schools in the Kwadaso circuit. A proportionate random sampling technique was used to select 113 respondents from the nine public junior high schools in the Kwadaso circuit for the study. Questionnaire was used to collect data for the study. The study revealed that some of the causes of teacher attrition in public junior high schools in the Kwadaso circuit included, low salary of teachers, lack of professional development opportunities and long distance of school from home among other factors. Further, the study found out that compensation and other benefits in the school helped to create a supportive environment for teachers to maximize their potential and to remain in the profession and that students achievement are improved due to improved teaching strategies. Again, the study revealed that the provision of conducive and congenial working environment and training and development opportunities. It is therefore recommended that the Ghana Education Service of the Kwadaso Municipality should provide teachers with congenial working environment to enable them have the interest and satisfaction to work and remain in the teaching service.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success of an organization depends upon several factors but the most crucial factor that affects the organization performance is its employee. According to Cobbold (2006), for organizations to succeed, there is a need to look for human resources practices to achieve better performance, to originate and implement human resource management practices that will encourage employee retention to reduce attrition. Best human resource management practices are advantageous for both employee and employer; it plays an important role in constructive growth of the organization due to job satisfaction which discourages employee attrition.

In the school setting teachers are considered as the backbone for the educational institution; hence, the retention of the teachers is important in keeping the institution on track (Liu, 2007). In order to retain the best talents, strategies aimed at satisfying teacher needs are implemented. Generally, educational institution would retain their personnel for a specified period to utilize their skills and competencies to complete certain projects or execute tasks. Human resources management policies such as study leave policy had enabled most teachers to upgrade their academic qualifications to bachelor's degree and master's degree levels in the universities through full-time study whiles on full salary (Cobbold, 2007).

Bennell (2004) postulated that, the reason teachers leave the profession include inadequate salary, chronic prestige deprivation for teachers and lack of opportunities for promotion, which are the major factors. Cobbold (2006) on the other hand emphasized on

poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors. In particular, isolation from professional colleagues and from the District Office, and a perceived hostile attitude on the part of community members are cited as key demotivating factors that cause teacher attrition. These latter findings raise challenges, which could be addressed through an effective and efficient human resource development and management programs that enable teachers to remain in the profession. Many of the solutions favored by educational groups to improve teacher quality such as raising teacher salaries across the board, improving training, and requiring certification have not fixed the problem.

Teachers' retention has been one of the major areas of interest in both fields of institutional behaviour and human resource management practice as it reflects teachers' attitudes towards their job and commitment to an institution (Price, 2007). Head teachers have a moral responsibility to provide the teachers with a satisfying work environment so as to remain in the profession to make positive contributions in terms of higher productivity (Price, 2007). As a result, it would be prudent to investigate the factors that influence teacher attrition in the Kwadaso circuit of Kumasi Metropolis.

1.2. Statement of the Problem

The role of the Human Resource Management is growing with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of an organization (Cobbold, 2006). Organizations that do not put their emphasis on attracting and retaining talents may find

themselves in terrible cost, as their competitors may be outplaying them in the strategic employment of their human resources.

Teacher attrition causes teaching vacancies which increases the recruitment of inexperienced teachers in educational institutions. Generally, it is said that teacher attrition could be permanent or temporary (Egu, 2011). Permanently, teachers leave full-time classroom teaching for jobs in unrelated fields and/or depart from the teaching profession for new and different fields. On the other hand teachers remain temporary in the profession but move to other similar jobs within the education system and/or leave temporarily to have children, start a family, or complete higher education and finally return to continue their jobs.

Failure to retain teachers leads to poor academic performance in our basic schools. It appears that Junior high schools in the Kwadaso circuit in the Kwadaso Municipal have been experiencing acute shortage and frequent teacher transfers which is a source of worry to both teachers and parents and have been a matter for discussions at parent-teacher association meetings of which I am part. This challenge is negatively affecting the academic performance of the pupils especially at the BECE level. However, it appears no empirical study has been conducted to find out the reason teachers leave or refuse to be posted to junior high schools in the area under study. Also most literature focus more on human resource practices and less on teacher attrition. Again, factors that influence teacher attrition are known already except that they have not been found in the Kwadaso Municipality.

These have motivated the researcher to investigate the factors that influence teacher attrition in Junior High Schools in the Kwadaso Circuit of the Kwadaso Municipality.

1.3 Purpose of the Study

The purpose of this research is to examine factors that influence teacher attrition in public junior high schools in the Kwadaso circuit of the Kwadaso Municipality of the Ashanti Region of Ghana.

1.4 Objectives of the Study

The objectives of the study were to:

1. examine the causes of teacher attrition in public junior high schools in the Kwadaso circuit.
2. determine how reward systems impact the retention of teachers in public junior high schools in the Kwadaso circuit.
3. identify some of the strategies used to address teacher attrition in public junior high schools in the Kwadaso circuit

1.5 Research Questions

The following questions were formulated to guide study:

1. What are the causes of teacher attrition in public junior high schools in the Kwadaso circuit?
2. How do reward systems impact the retention of teachers in public junior high schools in the Kwadaso circuit?

3. What are some of the strategies used to address teacher attrition in public junior high schools in the Kwadaso circuit?

1.6. Significance of the Study

The outcome of the study will be significant in the following perspective;

The study will add to the existing literature on teacher performance and factors that inhibit teacher retention.

The outcome of the study will serve as a basis for future researchers who would want to conduct similar studies on factors that influence teacher attrition.

Stakeholders of education such as heads of educational institutions and managers of other organizations could be guided by the recommendations made at the end of the study to explore appropriate strategies to promote employee retention.

1.7. Delimitations of the Study

The study was delimited to the factors that influence teacher attrition in public junior high schools in the Kwadaso Circuit in the Kwadaso Municipality of Ashanti Region of Ghana. Again, the unit of analysis was narrowed down to permanent and professionally qualified head teachers and teachers. The results may therefore not be generalized to all the junior high schools in the Kwadaso Municipality of Ashanti Region.

1.8 Limitations of the Study

A typical limitation of this study had to do with the likert-scale type of questionnaire adopted in this study. This type of questionnaire did not allow respondents to explain further than the limits of the question items as they were closed in nature.

These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.9. Organization of the Study

The study was organized into five chapters. Chapter One dealt with the introduction which comprised the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Chapter Two presented the review of the related literature to the topic under study. Chapter Three dealt with the methodology which consisted of the research design, population, sample and sampling techniques, data source, data collection instrument, reliability and validity of the instrument, data collection procedure, data analysis and ethical considerations.

Chapter Four presented the findings and discussions of the data collected. Chapter Five covered the summary of the findings, conclusions, recommendations and suggestions for further study.

1.10 Definition of Key Concepts

Teacher Attrition: The rate at which new teachers leave the teaching profession

Compensation: Rewarding someone for service or by

making up for someone's loss, damage, or injury by giving the injured party an appropriate benefit.

Leavers: Teachers who leave the profession of teaching altogether because of retirement or adopt new occupation.

Movers: Teachers who are transferred to other schools but remain part of the system

Novice Teacher: Is defined as any licensed teacher of record with less than one school year of classroom teaching experience in a public school,

Social Recognition: Points to the status and esteem ('feel good factor') that individuals, organisations or sectors receive as a consequence of displaying certain characteristics, reaching certain achievements or engaging in certain activities – such as learning.

Stayers: Teachers who stay for years in the same school.

Teacher retention: Is a field of education research that focuses on how factors such as school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviewed existing literature in the areas of teacher attrition and retention. For the most part, the researcher chose relatively recent published research. Nevertheless, some older studies and references from the books that were relevant to teacher attrition were also included. The literature review was organized into three sections about teacher attrition, causes and factors that contribute to teacher attrition, and a review of theoretical concepts relevant to the teacher attrition.

2.1 Teacher Attrition

Miller and Chait (2008) defined teacher attrition as “teachers leaving the classroom to take up other professional responsibilities, inside or outside of education, or to spend more time with their families” (p. 2). According to Egu, Wuju and Chionye (2011), research shows that teacher attrition possibly is expected or unexpected, and it could be permanent or temporary. In the former, teachers retire, or they leave the profession to get a job in different fields with more pay (UNESCO, 2006). Ingersoll (2001) also defines these departures as turnover. In the later, teachers remain in the profession but move to other similar jobs within the education system (Miller and Chait, 2008) and/or leave temporarily to have children, start a family, or complete higher education and finally return to continue their jobs.

Luekens, Lyter and Fox (2004) divides teachers into three main groups:

Stayers- they the ones who stay for years in the same school.

Movers-they the ones who are transferred to other schools but remain part of the system,
Leavers-the ones who leave the profession of teaching altogether because of retirement or adopt new occupation. No matter what type or reason, attrition causes massive damage to school and the whole educational system of a country in the long run.

2.1.1 Reasons for teacher attrition

Heller (2004) indicated that teachers have one of the highest attrition rates than any profession in the world. Like many developed, developing and underdeveloped countries, retaining teachers is one of the major threats to the national goal of providing quality education at schools (Ayobi, 2011).

According to Liu (2007), UNESCO (2006), Lambert (2004) and Smith and Ingersoll (2004), several factors potentially cause teacher attrition which include low wages (poor working environment, lack of professional development activities (Wise, Darling-Hammond, & Berry, 1987), teaching workloads (Mingat & Rakotomalala, 2003), lack of teacher's interest in pedagogy (Lortie (1975; Johnson,1990;), constraints on their autonomy (Lambert, 2004; Hargreaves, 1994), fears and insecurities of beginning teachers (Liu, 2007), and most importantly the stress and depression associated with teaching (Kyriacou, 1989).

Various researchers have different ways of categorizing these attrition factors. McClelland and Varma (1996) classified these factors into two broader categories of needs; that is. personal and professional needs of teachers. McClelland and Varma continued that almost all the factors and reasons that keep a teacher in the profession are surrounded by their personal or/and professional needs. Cunningham (2000) used the term

“pull factors” that specify the personal and professional factors of teaching that affect attrition. Therefore, when looking into reasons behind teacher attrition or the factors that can keep teachers in the schools, one should focus on the needs of teachers.

There exist uncountable reasons, and several research has been published about the factors related to teacher attrition and its associated needs. In order to examine the significant and relevant reasons of teacher attrition, this literature review is organized around two broader interconnected categories: personal factors and professional factors.

The section on personal factors of teacher attrition is further divided into three different but unified themes of physical factors, social factors, and psychological factors. The first theme provides the reader with an overview of how low wages and poor working conditions compel teachers to leave the profession and choose other jobs. The second theme presents arguments related to social factors that trigger teacher attrition including gaps in relationships, low social recognition, and gender issues. The third theme analyzes extrinsic and intrinsic psychological factors, teaching workloads and associated stresses.

The section on professional factor reflects upon concerns related to professional development of teachers. Most importantly, issues related to the qualification and experience of teachers, the reasons that force novice teachers to stop teaching, and possible strategies to retain teachers, that is, organizational support and mentoring program.

2.1.1.1 Personal Factors or Needs

Teachers are not only professional people in schools, but they are members of a family and a society. Like any other profession, teachers have needs related to their profession and the environment in which they serve. They also have their personal lives, although outside of their schools, that vastly affects their teaching performances.

Pajak and Blase (1989) differentiate personal factors as extrinsic including monetary incentives and teaching conditions, and intrinsic factors as satisfaction, job security, responsibility and social status. According to Pajak and Blasé, personal factors could be fully enjoyed outside the context of the school, but they are dependent on professional factors of teaching.

Personal conditions for the teaching profession are worst in low resource countries. UNESCO (2012) reported that the educational system in developing countries and in this context, Ghana are facing issues like the lack of resources, improper security measures, no or/and unsafe school buildings, inefficient funding, low wages, poor governance, corruption and lack of proper management. All these issues are the motives for high teacher turnover and thus the failure of quality education.

In order to explore the connection of personal factors with the teaching profession and issues of teacher attrition, it is further divided into physical, social, and psychological factors.

Physical factors

This section primarily focused on the issues of low wages and poor working conditions with respect to teachers' attrition or retention.

i. Low Salaries

Various research indicates that salary is one of the most common reasons for teacher attrition worldwide (Imazeki, 2005; Kelly, 2004; Ingersoll, 2001; Weiss, 1999; Shen, 1997). On the basis of a five year national level research—in collaboration with National Science Foundation (NSF) that examines United States policies to determine the issues of teachers including tougher licensing requirements, salaries, mandatory qualification, merit, and certification, Murnane, et.al. 1991 stated that, teachers who are paid more stay longer on their job and that teachers with relatively low salaries were more likely to leave teaching than better paid teachers. Murnane further stated that a teacher in the below average salary stream was approximately one and a half time more likely to leave at the end of the first year than a teacher in the above average salary stream.

Feng (2005) conducted a study to analyze the determinants of teacher attrition among public school teachers of Florida. The researcher used a statewide administrative dataset from Florida Education Data Warehouse (FL-EDW). Given that FL-EDW can only provide data about teachers who teach in a Florida public school but not about leavers or transferred teachers, the researcher examine the data sets of Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) conducted in 1999-2000. The results of the study indicate that among all other factors of school characteristics, class size, students' performance on standardized tests, and number of disciplinary incidents, salary of the teachers was the prime determinant of teacher attrition. It was found that about one eighth of the leavers departs to private schools and/or has taken jobs in other states with higher pay scales.

Borman and Dowling (2008) posit that there is a strong relationship of teachers departing to other professions and fields of studies. Particularly, natural and applied science teachers are more prone to leave the teaching profession because of their practical skills, which are useful for other professions and industry.

Borman and Dowling (2008) reviewed six different studies about teacher attrition and found that math and science teachers are the highest leavers in number and more likely to seek other alternatives. Marvel & Rowland (2007) analyzes the data of teacher attrition from the Teacher Follow-up Survey (TFS), a survey that provides information about teacher mobility and attrition in grades K–12 in 50 states and Washington DC. 7,429 current and former teachers, 2,864 stayers, 1,912 movers, and 2,653 leavers completed the survey. The authors reported that about 60% to 70% of mathematics and science teachers in public schools left teaching, compared with all other teachers. Thus, the public school struggled to hire mathematics and science teachers during those years.

In the same way, low salary and late-reimbursement compared to other professions are the major push factors that force teachers to discontinue the teaching profession in low resource countries. Financially, teachers are amongst the lowest paid people in the society.

Given all the research evidence on the importance of salary and the relationship of low salary with teacher attrition, Glewwe, Hanushek, Humpage, and Ravina (2011) reviewed literature from 1990 to 2010 about school resources and educational outcomes in developing countries and reported that money alone is not the answer to increase student learning and retain teachers. Therefore, the next section therefore throw more

light on the importance of working conditions and their relationship with teacher attrition.

ii Poor working conditions

Salary is one of the most influential and attractive factors for teacher retention. Research places a lot of emphasis on working conditions and its association with teacher attrition (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2008; McKenzie, Santiago & OECD, 2005). Research have the following factors as most importantly neglected, substandard building scarce resources, furniture and supplies, and teachers' accommodation (Imazeki, 2005). McKenzie, Santiago, & Organization for Economic Cooperation and Development (2005) affirm that the reasons that teachers give for leaving the profession other than retirement, confirm the pivotal role of working conditions. Although the conditions and their importance vary from context to context, lack of expenditure on working conditions is associated highly with teacher attrition. For instance in context of developed countries, teachers place emphasis on quality and appropriateness of working conditions. On the contrary, in developing countries teachers try to continue in severe working conditions, where attrition could be easily linked to the absence of basic facilities of offices, light, books, and classrooms (Chapman, 1994).

In the context of developed countries, Buckley, Schneider, and Yi, (2004) investigated the reason of leavers with respect to school facilities in large urban districts of United States. They obtained the data from a survey administered in collaboration with the Washington Teachers Union for K-12 teachers in Washington, D.C. Their study found that teachers were prone to leave the profession because of their dissatisfaction with the quality of facilities provided by the school compared to their dissatisfaction with salary.

Moreover, Boyd, et al. (2009) also tried to uncover the relationship between school working conditions and teacher attrition. In a longitudinal study over two years, Boyd, et al, asked 4,360 new teachers of New York City to complete a survey in their first and second year of teaching. The survey was divided into the factors related to preparation experiences, characteristics of the schools, teaching practices, and their personal goals. In order to assess the working conditions and retention behavior, they compared the survey data with administrative data of the district. The results demonstrate that teachers considered working conditions as a one of the main factors in staying or leaving the profession. This research study suggested further research was necessary on school contextual factors like teachers' collaboration, staff development, autonomy of teacher, and characteristics of the community.

Social Factors

Given the importance of physical facilities and how they affect teacher attrition in the previous section of this literature review, this section therefore throw more light on the social factors that trigger teacher attrition, specifically the lack of organizational support to nurture relationships, low social recognition, and gender issues.

i. Gaps in Relationships

Even though various research supports the importance of physical factors in order to keep teachers in this profession, teachers need social relationships and support beyond the safe and resourceful teaching environment. Deal and Peterson (1999) emphasize that better physical facilities at schools help teachers' instructional purposes, but school

culture that focuses on socialization among teachers, with their students and community can assure teachers a healthy and secure working environment.

Croasmun, Hampton and Hermann (1997) analyzed the reasons of teacher attrition and confirmed that factors such as lack of collegial interaction, lack of administrative support, lack of parental interest, and lack of appreciation from students discourage teachers and thus cause attrition. Johnson (1990) also postulated that teachers prefer not to stay in a school where they are isolated from their colleagues, their autonomy is overlooked, and their presence has been ignored while decision making. School administration plays a vital role in teachers' satisfaction and motivates them to stay in their profession. Nieto (2003) states that teachers become incensed at the lack of respect they are shown by administrators. The reluctance of administrators to involve teachers more substantively in school reform efforts is certainly not a new problem and that teachers are being ignored.

Additionally, some teachers consider student learning and their positive response as a significant predictor of their teaching commitment. Deal and Peterson (2002) refer to it as "psychic reward" that depends on teachers' qualification, and organizational support; their autonomy of classroom planning and management, support from administration and professional development. Dissatisfaction and low commitment of students, absenteeism, and their confrontational behavior is highly correlated with teacher attrition (Rosenholtz & Simpson, 1990).

ii. Low Social recognition

Tye and O'Brien (2002) indicated that in addition to the influences of collegial and student relationships on attrition, research also underscore the significance of teachers' social identity and status in the community. According to Jones (2001) despite the greatest expectation and symbolic regard towards teaching profession, teachers have a low social status and mostly receive low admiration in their community. Jones quoted that "if only teachers gained greater influence and authority in their careers and schools, they would find greater satisfaction in their work and students would benefit" (p. Xvii).

In the sub Saharan Africa and the Middle East teaching is considered as a noble profession from both academic and religious perspectives, however, teachers, regardless of their gender, have to fight every day with social and cultural stereotypes (Ayobi, 2011). Smithers and Robinson (2003) analysis of teacher attrition reports that "there were some differences in the reasons for leaving with gender; male teachers were more likely to resign because of social factors, and female teachers for personal reasons" (p. 61). The next sub-section is the discussion on gender issues.

ii. Gender issues

It is assumed that teaching is the most suitable and predominant profession for women. However, research reported that it is hard to sustain female teachers for a long period of time, compared to male teachers (Ingersoll, 2001; Smithers & Robinson, 2003; Guarino et al., 2004). Stinebrickner (2002) analyzed the occupational change and departure from the teaching profession and informed that the majority of the female teachers leave the profession altogether, or leave temporarily because of various personal reasons. The personal factors of female teachers include maternity leave, family care/

raising children (Smithers & Robinson, 2003; Tye & O'Brien 2002; Ingersoll 2001), clash between family responsibilities and professional expectations (MacDonald, 1999), socio economic reasons (Ingersoll, May, & Consortium for Policy Research (2011), and imbalance between marital satisfaction and job satisfaction (Salley, 2010).

The World Bank (2011) reported that in sub-Saharan African or the South Asian countries, the majority of female teachers stay home and stop working once they get married. Female teachers also prefer to get posted close to their families and avoid postings to different places. Hargreaves (1994) indicates that in some cases, local people resist allowing an unmarried female teacher to be posted in their schools. Quite a number of the above-mentioned factors are very similar to what female teachers face in the Ghanaian context.

Psychological Factors

Both physical and social factors highly depend on psychological needs. According to Baard, Dec, and Ryan (2004) “the term needs has been used most commonly to refer to a person’s conscious wants, desires, or motives” (p. 2). Although, it’s hard to predict or analyze intrinsic desires or motives, they can greatly affect the anticipated extrinsic actions and performances of the individuals.

i. Extrinsic vs. intrinsic factors

The extrinsic physical and social factors include the provision of a safe and resourceful working environment, increase in salaries, incentives to build relationship with school and society while the intrinsic factors include high self-esteem, ownership, belongingness, autonomy and satisfaction. McClelland and Varma (1996) reveal that

fulfillment of psychological factors like satisfaction and motivation are fundamental for effective teaching performance and development of schools. Much research demonstrates that intrinsic factors such as job insecurity and disrespect motivate teachers to leave teaching (Boyd et al., 2008; Johnson & Birkeland, 2003).

Despite the important role these factors play in the teaching profession, generally and particularly in a low resource countries, teacher's psychological needs are mostly neglected and disrespected (Folajimi, 2009; Glewwe & National Bureau of Economic Research, 2011). Folajimi published a report on teaching profession and factors that affect teaching in the developing country of Nigeria and found out that "compared with other learned professions such as medicine, law, engineering, and architecture, teaching ranks rather low. Some teachers are dissatisfied with, and even depressed about their professional standing. Time and again, they ask: is teaching a profession?" (2009,p.6).

ii. Teaching workload and associated stress

Notwithstanding having low ranking compared to many professions, teachers have very heavy workloads, ambiguous roles and responsibilities, exhausting schedules, unsupportive administrative issues (Nieto, 2003; McClelland & Varma, 1996). According to McKenzie et.al. (2005) "Highest reasons of teachers leaving the profession are mostly associated with concerns about heavy workload" (p.199).

As teachers are faced with teaching overcrowded classes, overwhelming schedules, planning lessons, and evaluating the classroom activities, teachers are unable to connect with other colleagues and barely have time to think about their personal and professional growth. OECD (2009) reported that effective professional development support from the organization help teachers deal with their

dissatisfaction and other personal factors that is. Beliefs, attitude and self- efficacy. Subsequently, it is very hard to retain teachers in such frustrating and stressful conditions, particularly with no or lack of organizational and professional support.

Professional Factors

Personal factors also have a great impact on teaching performance and job satisfaction. However, professional factors of teachers play a major role and coexist with the personal factors. According to Pajak and Blasé (1989), “Teachers identified many specific personal traits as having a positive influence on their professional lives. These included, among others, being organized, structured, personally satisfied, ethical, moralistic, just, creative, nonconforming, and personifying the work ethic” (p. 297).

Indisputably, personal factors are likely to influence teacher motivation and might result in helping or constraining their professional commitment. However, engagement in productive activities in order to enhance professional knowledge helps teachers to overcome such influences and improve their self-perception and self-esteem (Goodson, 2003). While the researcher was reading different articles and literature published in different books about professional needs and factors, it was observed that professional factors of teaching may deal with a numerous needs including; school working conditions, peer relationship, their own perceived role, professional commitment and corresponding content and pedagogical knowledge. The next sub section focused on literature related to professional development needs and activities, their importance and their relationship with teacher attrition.

i. Professional development opportunities

OECD (2009) defines professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Kreis and Milstein (1985) posit that a lack of adequate professional development opportunities results in teachers' dissatisfaction. Garet, Porter, Desimone, Birman, and Yoon (2001) emphasize follow-up of activities and administrative support of teachers in order to avoid job dissatisfaction and burnout of teachers. Also, teachers should be provided with forums to share their professional development experiences with peer and foster positive and collaborative collegial relationship (Deal & Peterson, 2002). This opportunity will also help them connect their personal learning with professional development and hence, result in boosting their confidence and need fulfillment in the profession.

According to McKenzie, et al. (2005), adequate professional development activities can help reduce the teaching burden; it can enhance teacher's commitment, facilitate learning, and build collegiality. However, in developing countries like Ghana, most of the professional development activities do not accomplish the needs of the teachers. Johnson (2008) states that many professional development programs fail because they do not address the most basic and contextual needs of the teachers. Research shows that the lack of professional development opportunities and professional support in schools is one of the highest reasons for teachers to leave the profession (Boyd, et. al., 2009; Folajimi, 2009; McKenzie, et al., 2005; Johnson & Birkeland, 2003). Therefore, professional support and participation in professional development activities have different degrees of impact on experiences and novice teacher's decision of leaving the profession.

Darling-Hammond and Bransford, (2005) argue that needs of professional development of teachers highly depends on their teaching experience. Experienced teachers need refresher courses to update their knowledge (Tye, & O'Brien, 2002). Nevertheless, novice teachers lack the actual classroom experiences, and rely heavily on knowledge and skills they acquired in teacher preparation colleges (Fullan, 2001; Darling-Hammond & Bransford, 2005).

Ingersoll (2001) examined teacher supply, demand, and quality from an organizational perspective, specifically into teacher turnover to other professions and the role of school characteristics and organizational conditions. Ingersoll analyzed the data gathered through nationally representative Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) in coordination with the National Center for Education Statistics (NCES). The results show that teacher turnover is strongly correlated with the individual characteristics of teachers yet the decisions whether to stay or leave teaching are related to their age. They consistently found that younger teachers have very high rates of leaving the profession, and on the contrary, teachers close to their retirement stay.

2.1.2 Issue of attrition of novice teacher

Novice teachers learn through experience which most of the time is contrary to their expectations. Thus teaching becomes a chaotic activity for them. In such situations, if teachers do not have adequate support and autonomy to practice their knowledge either they leave the profession altogether or try to transfer to other schools (Darling Hammond, 2003). Thus, beginning teachers who get support during their initial year of teaching, would more likely stay in their profession for longer.

The study focused on two aspects that can help novice teachers overcome their uncertainties and threats including: organizational support and mentoring programs.

i. Organizational support

Support from the school both personal and professional is very crucial for novice teachers, supportive working environments in particular. Schools should provide them a chance to experience, and support their proposed practices and strategies. School support can help novices to survive their initial years of transitioning from a learner to a professional. Cherian (2007) points out that collaborative attitudes in schools foster novice teachers' learning to teach. Novice teachers feel more confident if administrators and senior teachers welcome them to their culture and help them adjust to the environment. Such an environment not only helps novices to get acquainted with their working environment but also convince them to stay in the profession (Croasmun, Hampton and Hermann, 1997; Johnson, 1990).

ii. Mentoring Programs

Mentoring is a critical topic and holds promise in bridging the gap between theory and practice by providing successful teaching- learning experiences to the novices. In other words, the proponents of mentoring argue that mentoring provides support “that mediates the difficulties of the first years of teaching” for prospective teachers (Little, 1990, p. 297). Smith and Ingersoll (2004) have further extended their hopes in mentoring to improve teacher retention and minimize the rate of teacher attrition.

Eson (2010) conducted a study to assess the effectiveness of two-year mentoring programs in order to decrease turnover rates especially for newly hired teachers. The study also determined whether mentor programs help novice teachers to change their attitudes toward attrition or not. The data was collected through interviews with five new teachers before participating and after participating in the mentor program. Eson observed the teachers in their classrooms at the start and at the end of the program. The results of the study indicated that mentoring program provided the support and facilitated the transition process for beginning teachers. It was also reported that the behaviors of teachers were changed. In post interviews they expressed comparatively positive feelings to staying longer.

Subsequently, in order to retain novice teachers in the teaching profession there should firstly be a close partnerships and strong communication among novice teachers, school administration, school staff, and mentors. Secondly, mentors should be professionals who play a significant role in shaping not only the teaching practices of novices but also what and how to think and behave as a teacher.

2.2 Theoretical Framework

In order to establish a theoretical framework that deals with teacher attrition and factors that push teachers to take such decisions, I will discuss Maslow's need hierarchy (1954) and Herzberg's two-factor theory (1959). Both of the theories focus on the needs fulfillment and satisfaction of an individual in a context. Research has confirmed that there is a very strong connection between job satisfaction and needs fulfillment that compel teachers to leave, stay or transfer from the profession. Therefore, based on the

literature so far reviewed, one can connect the factors of attrition with the concept of needs identified by Maslow and factors of job satisfaction proposed by Herzberg.

2.2.1 Herzberg's two factor Theory

Herzberg's two-factor theory as advanced by authors such as Mullins (2005) and Armstrong (2006) are that employee satisfaction stems from two different sources. According to Mullins and Armstrong, these are hygiene and maintenance factors and motivations or growth factors. Mullins and Armstrong argued that if hygiene factors are available they do not necessarily produce motivation but their absence can create employee dissatisfaction. Examples of these factors are job security, status, company policy, salaries, working condition, supervisory and peer relations. These are extrinsic to the job and are similar to Maslow's basic needs. The growth factors on the contrary are intrinsic and they are more related to employees feeling of accomplishment or job content rather than the environmental factor or job context. Examples of these factors are: recognition, achievement, advancement, growth possibilities and opportunities. These factors are also similar to Maslow's higher-level needs which in this context help employees to strive to do their best or move employees to superior performance.

Job enrichment is considered as a means of meeting higher-level needs in organizations. Therefore to enrich a job, employers can introduce employees to new or more difficult tasks, assign individuals specialized task that enable them to become experts or grant additional authority to employees (Allen, 1998). Mason (2001) in contributing to Herzberg's theory said employees are most productive when a combination of desirable hygiene and motivating factors are provided in organizations. Mason (2001) concluded that

employers cannot motivate employees by giving them just increasing pay every year but what matters most is to note that employees will have to be given the opportunity to experience motivating factors such as the ability to learn new skills and to assume responsibility.

In brief this is to prompt employers that they need to consider a variety of ways to get employees motivated. The motivation-hygiene theory implies that managers must focus their attention in two areas: ensuring that hygiene factors are sufficient to avoid any employee dissatisfaction, whilst also ensuring that the work is rewarding and challenging enough to motivate employees to work harder.

Critics of Herzberg's theory rather argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. This is because people will tend to claim that their own performance and role provides them with satisfactions whilst blaming any dissatisfaction on factors outside their control, such as salary, managers and colleagues. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

Also, another weakness is that Herzberg's methodology was flawed in that his sample size was not representative so the results cannot be generalized and his conclusions were not representative of even his flawed data. Contrary to what the theory suggests, most people in his sample did not fall into the extremes of orientation towards work he suggested but tended to be on a continuum between the two. Other weaknesses were that there was no overall measure of satisfaction, inconsistency in the determination of satisfaction and productivity. Despite its weaknesses, it is arguably agreed that some important factors

(motivators or dissatisfiers) could be initiated by management to influence employee positive behaviours at work.

2.2.2 Maslow's Theory of Hierarchy of Needs

The Needs theory as propounded by Maslow suggested that people have different levels of needs and hierarchically arranged from the basic inevitable needs to higher level needs. Though not too rigid to the hierarchy of the needs, many researchers (Smith, 1997) have described it as a very important guide to the study of employee motivation. Smith (1997) summarized the five needs arranged from basic to highest as follows:

- Physiological needs – food, shelter, sex, and other bodily needs.
- Safety needs – security and protection from physical and emotional harm.
- Social needs – affection, belongingness, acceptance and friendship.
- Esteem needs – self respect, autonomy, achievement, status, recognition and attention.
- Self actualization – the drive to become what one can become, including personal growth, achieving ones potential and self-fulfilment.

As a complement to the needs theory, Smith (1997) posited that management of institutions should put in policies, procedures and measures to contribute meaningfully toward the provision of the needs of workers to urge them perform at best.

A mention was made of some economic solutions through appreciable level of salaries and wages, security of work, friendly relations and affections. Others include autonomy, recognition, medical benefits, praise and rewards, training and development; which are known to inspire employees to work harder. Smith (1997) have supported that

delegation of work, team spirit, participatory decision process and encouraging creativity and innovation are equally motivating to enhance employee performance and retention propensity.

Issues of teacher motivation should therefore be linked to the advances made above that teachers would be moved to work extra hard to raise performance levels of both the individual and the institution if they are well motivated by having the needs and expectation reasonably met. Notwithstanding the great contribution of Maslow's theory to human resource management, there seems to be little evidence for the ranking of needs which Maslow described or even the existence of a definite hierarchy. Maslow's theory has been criticized for this apparent rigidity. It is questionable whether needs can always be ranked in a simple hierarchical form. Research (Smith, 1997) has questioned the validity of a rigid ordering of needs, because individuals are likely to have different priorities. In any case, the researcher of this current study holds the theory relevant to the extent that teachers have both lower and higher ranking needs of a sort. These needs when provided adequately by school administrators and government, teachers moral to work heightens and thus may to a large extent erode the quit intentions.

2.2.3. Expectancy Theory

Vroom's Expectancy theory of 1964, otherwise called 'The Valency Instrumental Expectancy Theory' explains why employees such as teachers would work or behave as they do in terms of efforts and attitude. It prescribes what management needs to do to influence employees/teachers to apply their efforts and behaviour towards the achievement of organizational goals and as well satisfy the needs of the worker. The theory indicates

that employees constantly predict of future events regarding efforts and outcome. Vroom therefore believed that people place value on perceived outcome (valence), believe they would achieve certain things if they act in a way (Instrumentality), and believe they can act that way for the outcome (Expectancy).

As cited by Smith (1997), employee behaviour at work depicts performance - reward characteristics. A reward-personal goal feature of employees has also been noted by Schultz and Schultz (1996) who posited that, employees have needs and expect to satisfy those needs when management put in appropriate efforts. This theory therefore assumes that teachers will be motivated to perform well if they expect that high performance should lead to the goals they value.

2.3 The Concept of Motivation

Organisations today have realised the importance and the concept of motivation and the- role it plays in achieving organisational objectives. Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on their employees. This is particularly true because the cost of motivating employee to retain with an organization is noted to be far lower than switching cost and searching cost.

Kreitner and Kinicki (1998) noted that the term motivation is derived from the latin word 'movere' which means "to move" and they define motivation as 'those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed'. Gering and Conner (2002: 126) define motivation as "The force within us that arouses, directs and sustains our behaviour". Ettore (1997) supports the above definitions

and states that motivation is the process of arousing, directing and maintaining behaviour towards a goal.

In the words of Robbins (1993) motivation is the willingness to exert high levels of effort toward organisation goals, conditioned by the effort and ability to satisfy some individual need. De Cenzo and Robbin (1996) provided a model to explain the process of motivation that is, Employee Organisational effort exerted → goals achieved → Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organisational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances.

Armstrong (2006) explains that motivation can take place in two ways. One is an intrinsic motivation which is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment.

Two dimensional phases of motivation have been identified here to explain that one source of motivation could be from the job content that is generated from within the individual worker and the other could also be from external conditions others (such as management) can provide to arouse motivation for employees to wish to enhance their attitude towards work.

Contributing to literature, Vandenabeele (2007) also described motivation as “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed”. On their part, Wagner and Hill, (2008) define

motivation as the desire within a person causing that person to act. They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Similarly, McBey and Karakowsky, (2000) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

Maertz, Stevens and Campion (2003) defined motivation as a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens and Campion et. al. further adds that motivation is that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (1998) introduces the element of choice. According to Cole, motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values.

The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Jurkiewicz and Massey (1998) they are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation though a personal experience, engages managers keen attention at finding reliable links between individual

motivation and effective performance and, thus, work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 1998).

From whichever source employees get motivated, the above discussions portray that management of organizations should be the principal agent of employee motivation. This is because they manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to ensure future progression.

2.4 Motivational Strategies and Approaches

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

2.4.1. Recognition of Employees' Good Work Done

Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated

by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.4.2 Training and Development

In today's competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007) defines training as "a planned process to modify attitudes,

knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities”. (p. 298).

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi (2002) adds that such human resource concepts as “commitment to the company” and the growth in “quality movements” has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002) further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training

enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Meyer (2003), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer further states that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) report that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

2.4.3 Participative Management

According to Robbins (1993) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative

management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From their studies, Torrington (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like ‘we are treated as children’. The extent to which teacher grievances are addressed is also a key issue.

2.4.4 Working Environment and Work Load

Teachers working conditions play an important role in a school’s ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1994) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham & Locke, 2004; Harris, 2002). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance.

2.4.5 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the “process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (1999) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

2.4.6 Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) states that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run.

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defines mentoring “as the process whereby managers provide informal assistance

and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organisation". Successful professionals who have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organisations that have been mentioned in the past as organisations of choice in South Africa. They include organisations like Accenture, Deloitte and Touche, Coronation Managers, Alexander Forbes and others. Young professionals are attached to more experienced managers who help them develop realistic career goals and motivate them through guidance, counselling as well as putting the mentees through the technical aspects of the job. Mentor-mentee development programmes foster good working and interpersonal relationships and motivate the mentee to remain with his/her mentor in the organisation. These successful mentees eventually adopt the management styles of their mentors and this often leads to successful management succession.

2.4.7 Compensation and other Financial Packages

The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered

to act as both a “scorecard” which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving.

However, in organisations with low turnover, compensation was not the reason for staying – instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg’s and Maslow’s theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Hays (1999) advises that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, Karp, Sirias and Arnold (1999) propose that the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life

benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclose that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1959) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.

It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier. In their own argument, Saari and Judge (2004) as cited in Meudell and Rodham (1998) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end an expensive and short-term motivator. Amar (2004) contends that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear.

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to

performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time travelling to schools. On this note, Schalkwijk (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced the teachers to reside in poor houses. On the other hand, Farrel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

A study on difference among levels of employees in terms of rewards was researched by Caryn and Carlson (2000) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. There have been complaints about the big teaching load of teachers.

The above section articulated a practical working relationship between various motivational strategies that can assist in retention and turnover management. There is no one motivational strategy that can sustain any meaningful retention practice. It is therefore imperative for top management, HR practitioners and line managers to consider a combined strategy that will produce a comprehensive and effective retention initiative. Organisations should focus their attention on intrinsic rather than extrinsic factors in designing and implementing retention policies since motivation comes from within and not from outside. This however does not suggest that extrinsic factors such as money should not be a prominent consideration in the motivation and retention mix. No retention mix will be effective without incorporating the job satisfaction element which has been

acknowledged over time as an important indicator of turnover decisions. The next section will therefore look at job satisfaction and its measurement together with the related theory of job satisfaction.

2.4.8 Empowerment

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (1997) supported and said empowering is giving authority and liberating potentials of employees.

It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997) continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction accountability and associated to system-wide control. Torrington, (2002) posited that

empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the methodology employed for the study. It included the research design, population, sample and sampling techniques, instrument used, pilot testing, reliability and validity, data collection procedure, data analysis and ethical considerations

3.1 Research Design

The study employed descriptive survey design using quantitative approach. Bell (2005) defines research design as the blueprint for the collection, measurement and analysis of data or a plan and structure of investigation so conceived as to obtain answers to research questions. Descriptive survey design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Bell, 2005). Descriptive survey design was employed for this study because it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. A descriptive survey design has an advantage of producing a good amount of responses from a wide range of people (Bell, 2005).

3.2 Population

According to Kusi (2012) population is the large group to which the researcher wants to generalize the sample. Gravetter and Forzano (2006) further explained population

as the large group of interest to the researcher. Although the entire population usually does not participate in a research study, the results from the study are generalized to the entire population. The target population of the study consisted of all teachers and head teachers in the Kwadaso circuit, comprising of 9 head teachers and 152 teachers in the 9 public junior high schools in the Kwadaso circuit of the Kwadaso Municipality.

3.3 Sample and Sampling Techniques

Kusi (2012) defines sample as a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. In order to obtain the appropriate sample size for the study, an updated list of all the head teachers and teachers was obtained from the Kwadaso Municipal Director of Education. One hundred and thirteen (113) respondents were selected from the target population of one hundred and sixty-one (161) using Krejcie and Morgan sample size determination table (1970). The table states that for a population of about 161, the maximum sample size should be about 113 respondents. Then a proportionate sampling technique of 70% was used to determine the number of respondent selected from each of the participating school. Upon realizing the quota of sample to select from each school the simple random sampling technique was also employed to select the quota from the participating school. Here pieces of paper with the inscription 'Yes' of the required number of respondents needed in each of the schools and others with the inscription 'No' of the remaining of the total population in each of the schools were mixed up for each of the schools to pick. Those who picked 'Yes' took part in the study, as indicated in table 3.1.

Table 3.1 Population and Sample size

Name of School	Head Teacher/ Teacher Population	Number Sampled 70% of Population
Prempeh JHS 'A'	21	15
Prempeh JHS 'B'	23	16
Prempeh JHS 'C'	17	12
Forces Services JHS	16	11
2 Brigade JHS	19	13
4BN JHS	17	12
Kwadaso M/A JHS	18	13
Nyankyereniase Methodist JHS	13	9
Apatrapa R/C JHS	17	12
Total	161	113

Source: Field Work 2018

3.4 Data Collection Instrument

Questionnaires with closed ended items were used to collect data for the study. The questions for the questionnaires were developed based on the literature review and the research questions of the study. The questionnaire was designed and constructed by the researcher with guidance from the project supervisor. The questionnaire was a self-administered, designed by the researcher in a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses. Section 'A' gathers data on the demographic characteristics of respondents, Section B, on the causes of teacher attrition, Section C on how compensation and other benefits impact the retention of teachers and Section D on some of the coping strategies to address teacher attrition.

The close-ended questionnaire was intended to enable respondents to provide uniformity of response and to enable more information to be gathered (Bell, 2005). They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments.

3.5 Pilot testing

According to Bell (2005) the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also to enable the researcher to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted to determine its validity and reliability. Thirty common set of questionnaires were administered to 30 respondents comprising 25 teachers and five head teachers selected randomly from junior high schools in the Tanoso Anglican Cluster of schools which was out of the study area though shared similar characteristic as the study area. The purpose of the piloting was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous items were changed and inappropriate items were modified.

3.5.1 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered to the same group of respondents twice in the pilot study with a two week interval between

the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.75 which meant that the instrument was highly reliable.

3.5.2 Validity

Validity is the degree to which a test measures what it is supposed to measure. Validity refers to the degree to which the explanations of the phenomena match the realities of the world (Bell, 2005). The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established by given a copy of the questionnaire to my supervisor and some expert in the area of research to vet. Ambiguous and inappropriate items found after vetting were either deleted or modified.

3.6 Data Collection Procedure

The researcher sought permission from the Kwadaso Municipal Director of Education, the circuit supervisor and the head of the schools concerned to conduct the study. The Kwadaso Municipal Director of Education gave the researcher, the permission to conduct the study after which the researcher visited the respondents to explain the rationale behind the study. The questionnaires were afterwards administered to the respondents during break time in each of the schools. The researcher collected the completed questionnaires from the respondents within two weeks of administration.

3.7 Data Analysis

The data was cleaned (edited to eliminate inconsistencies) with the aim of identifying mistakes and errors which may have been made and blank spaces which had not been filled. A codebook for the questionnaire was prepared based on the research questions to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) version 21 software package. The data that were collected was analyzed with simple descriptive statistics and presented in tables with percentages and frequencies to answer all the research questions.

3.8 Ethical Considerations

Ethical issues were addressed as a requirement for a research study. The researcher explained the purpose of the study to the respondents. The confidentiality of the information collected through the questionnaire was assured as the information was used for academic purposes only. The anonymity of the respondents was also assured as respondents names were excluded on the questionnaire. The respondents were given the option to participate in the study or not if they so wish. The respondents were not in any way forced to participate in the study. They participated on their own volition.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

The chapter consisted of the findings and discussions of the data that were gathered through the administration of questionnaire based on the research questions and 100% response rate.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents which included their gender, age, educational qualification and teaching experience are shown in Table 4.1

Table 4.1: Demographic Characteristics of respondents

Variable	Frequency	Percentage
Gender		
Male	68	60
Female	45	40
Total	113	100
Age		
31-40	33	29
41-50	44	39
51-60	36	32
Total	113	100
Educational Qualification		
Diploma	34	30
Bachelor's Degree	52	46
Master's Degree	27	24
Total	113	100

Variable	Frequency	Percentage
Teaching Experience		
1-5 years	17	15
6-10 years	22	19
11-15 years	36	32
16 years and above	38	34
Total	113	100

Source: Field Data 2018

The result in Table 4.1 shows that the majority of the respondents (60%) were males while 40% of the respondents were females which means that more males participated in the study than their female counterparts. The relatively low number females in basic junior the junior high schools is an indication of gender imbalances in schools which may be due to some limited opportunities for female education in the past.

On respondents' age, 29% were in the age bracket of 31-40 years, 39% were in the age bracket of 41-50 years, while 32% were in the age bracket of 51-60 years. On respondents educational qualification, 30% were holders of the Diploma certificate, 46% were holders of the Bachelor's Degree while 24% holders of the Master's Degree which means that all the respondents were experienced professional teachers who have the requisite professional certificates and experience to participate in the study.

Research Question 1: What are the causes of teacher attrition in public Junior High Schools in the Kwadaso circuit?

To answer research question one, respondents were asked to determine the extent to which they agree or disagree with the following statements on the causes of teacher attrition. Their responses are shown in Table 4.2.

Table 4.2: Causes of Teacher Attrition at the Public Junior High Schools in the Kwadaso circuit.

Causes	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Low salary of teachers	28(25)	72(64)	13(11)	-
Long distance of school from home	32(28)	46(41)	18(16)	17(15)
Family living apart in different locations	42(37)	54(48)	17(15)	-
Lack of professional development opportunities	26(23)	44(39)	24(21)	19(17)
Unequal work distribution and dual behavior of the school head	36(32)	38(34)	26(23)	13(11)
Heavy workload of teaching and administrative work	64(57)	49(43)	-	-
Late payment of salary	23(20)	51(45)	20(18)	19(17)
Disrespectful behavior of some students and/or their Parents	71(63)	42(37)	-	-

Source: Field data, 2018

Table 4.2 showed that 28(25%) of the respondents strongly agreed that very low salary of teachers caused teacher attrition in schools, 72(64%) of the respondents agreed while 13(11%) of the respondents disagreed. The result implies that very low

salary of teachers cause teacher attrition in schools. This findings are in line with the assertion of Lambert (2004) and Smith and Ingersoll (2004) that several factors potentially cause teacher attrition which include low wages, poor working environment, low salary etc. They continued that such factors needs to be properly taken care off as its can have a drastic effects on any organisation. Murnane (1991) also emphasis this point by stating that, teachers who are paid more stay longer on their job and that teachers with relatively low salaries were more likely to leave teaching than better paid teachers. Murnane further stated that a teacher in the below average salary stream was approximately one and a half time more likely to leave at the end of the first year than a teacher in the above average salary stream.

Again, 32(28%) of the respondents strongly agreed that long distance of school from home caused teacher attrition in schools, 46(41%) of the respondents agreed, 18(16%) of the respondents disagreed while 17(15%) of the respondents strongly disagreed. The findings therefore implies that long distance of school from home is one of the factors leading to teacher attrition in schools.

Also, 42(37%) of the respondents strongly agreed that family living apart in different locations or deployment to other locations caused teacher attrition in schools, 54(48%) of the respondents agreed while 17(15%) of the respondents disagreed. The result implies that family living apart in different locations or deployment to other locations causes teacher attrition in public basic schools in the Kwadaso circuit.

Further, 26(23%) of the respondents strongly agreed that lack of professional development opportunities caused teacher attrition in schools, 44(39%) of the respondents agreed, 24(21%) of the respondents disagreed while 19(17%) of the respondents strongly

disagreed. The result implies that lack of professional development is opportunities also causes teacher attrition in schools. The findings agrees with McClelland and Varma (1996) that personal and professional needs of teachers cause teacher attrition. McClelland and Varma continued that almost all the factors and reasons that keep a teacher in the profession are surrounded by their personal or/and professional needs. Cunningham (2000) also emphasis this point by indicating that when looking into reasons behind teacher attrition or the factors that can keep teachers in the schools, one should focus on the professional needs and development of teachers.

Furthermore, 36(32%) of the respondents strongly agreed that unequal work distribution and dual behavior of the school head caused teacher attrition in schools, 38(34%) of the respondents agreed, 26(23%) of the respondents disagreed while 13(11%) of the respondents strongly disagreed. The result implies that unequal work distribution and dual behavior of the school head causes teacher attrition in schools. This results is in tandem with the assertion by Johnson, (1990) who stated that when teachers are not fairly treated in terms of distribution of organizational task, its long term effect will cause attrition on the part of the workers .

Again, 64(57%) of the respondents strongly agreed that heavy workload of teaching and administrative work caused teacher attrition in schools while 49(43%) of the respondents agreed. The result implies that heavy workload of teaching and administrative work is a major cause of teacher attrition in schools. This finding is in line with Rakotomalala (2003) assertion that teaching workloads if not properly curtailed can cause teacher attrition in schools

Also, 23(20%) of the respondents strongly agreed that late payment of salary caused teacher attrition in schools, 51(45%) of the respondents agreed, 20(18%) of the respondents disagreed while 19(17%) of the respondents strongly disagreed. The result implies that late payment of salary causes teacher attrition in schools.

Finally, 71(63%) of the respondents strongly agreed that disrespectful behavior of some students and/or their parents caused teacher attrition in schools while 42(37%) of the respondents agreed. The result implies that disrespectful behavior of some students and/or their parents is a major cause teacher of attrition in schools.

Research Question 2: How do reward systems impact the retention of teachers in public Junior High Schools in the Kwadaso Circuit?

Reward systems are a great asset for employees commitment and loyalty to the organization. Reward systems as motivation are key among the factors for effective performance and employee retention. The respondents were therefore asked to agree or disagree with the following statements on the impact of reward systems on teachers' retention in schools. The result is presented in Table 4.3.

Table 4.3: Impact of Compensation and Reward System on the Retention of Teachers at the Public Junior High School in the Kwadaso Circuit

Provision of reward systems	Strongly Agree	Agree	Disagree	Strongly Disagree
Create supportive environment for teachers to maximize their potential to be able to work effectively to remain in the profession	66(58)	47(42)	-	-
Students achievement are improved due to improved teaching strategies and teachers' job satisfaction	34(30)	64(57)	15(13)	-
Create a productive atmosphere for teachers to have interest for teaching and learning to promote teacher and student success	26(23)	72(64)	15(13)	-
Motivate teachers to have the commitment, boldness and ability to instruct students successfully	32(28)	51(45)	18(16)	12(11)
Enhance staff confidence level in self-efficacy to stay and teach to improve performance.	28(25)	60(53)	15(13)	10(9)
Serve as a morale booster for teachers to remain in school to improve teaching and learning	54(48)	59(52)	-	-

Results from table 4.3 indicates that 66(58%) of the respondents strongly agreed that provision of reward systems created supportive environment for teachers to maximize their potential to be able to work effectively to remain in the profession while 47(42%) of the respondents agreed. The result means that motivation of teachers through provision of reward systems creates a supportive environment for teachers to maximize their potential to be able to work effectively to remain in the profession. This result is in line with Karp,

Sirias and Arnold (1999) who propose that for employees to be highly motivated the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. They continued that if such incentives are properly instituted it helps to create a conducive environment for workers or employees to work with.

Again, 34(30%) of the respondents strongly agreed that provision of reward systems improved students achievement due to improved teaching strategies and teachers' job satisfaction, 64(57%) of the respondents agreed while 15(13%) of the respondents disagreed. The result means that motivation of teachers through provision of reward systems improves student's achievement due to improved teaching strategies and teachers' job satisfaction. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. According to Kinnear and Sutherland, (2001). A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Therefore, organisational and school heads should make sure that provisions are made to ensure teacher job satisfaction as this can increase the performance of teachers and cause them to remain in the teaching field.

Also, 26(23%) of the respondents strongly agreed that provision of reward systems created a productive atmosphere for teachers to have interest for teaching and learning to promote teacher and student success, 72(64%) of the respondents agreed while 15(13%) of

the respondents disagreed. The result means that motivation of teachers through provision of reward systems create a productive atmosphere for teachers to have interest for teaching and learning to promote teacher and student success. Smith (1997) have supported this by indicating that when employees develop interest and positive attitudes towards their work it goes to a large extent in enhancing employee performance and retention propensity.

Additionally, 32(28%) of the respondents strongly agreed that provision of reward systems motivated teachers to have the commitment, boldness and ability to instruct students successfully, 51(45%) of the respondents agreed, 18(16%) of the respondents disagreed while 12(11%) of the respondents strongly disagreed. This results imply that motivation of teachers through provision of reward systems enable teachers to have the commitment, boldness and ability to instruct students successfully. This finding is in agreement with Kinnear and Sutherland (2001) that compensation and benefits that are given to keeping morale high among workers is of fabulous benefit to any organization or institution, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the institution.

Furthermore, 28(25%) of the respondents strongly agreed that provision of reward systems enhanced staff confidence level in self-efficacy to stay and teach to improve performance, 60(53%) of the respondents agreed, 15(13%) of the respondents disagreed while 10(9%) of the respondents strongly disagreed. The result means that motivation of teachers through provision of reward systems enhances staff confidence level and self-efficacy to stay and teach to improve teacher performance.

Lastly, 54(48%) of the respondents strongly agreed that provision of reward systems served as a morale booster for teachers to remain in school to improve teaching

and learning while 59(52%) of the respondents agreed. The result means that motivation of teachers through provision of reward systems serves as a morale booster for teachers to remain in school to improve teaching and learning. This finding is in line with Amar (2004) who postulated that in designing retention programmes, heads of educational institutions should, identify the needs of individual staff and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear. When employees motivation meets their personal needs and interest their morale gets boosted for them to remain in the institution or organisation.

Research Question 3: What are some the strategies used to address teacher attrition in public junior high schools in the Kwadaso circuit?

To answer research question three, respondents were asked to determine the extent to which they agree or disagree with the statements on some of the strategies that could be used to address teacher attrition at the Kwadaso circuit. The responses as given by the teachers are indicated in Table 4.4.

Table 4.4. Strategies used to address Teacher Attrition at the Public Junior High School in the Kwadaso circuit

Strategies	Strongly Agree	Disagree	Strongly Disagree
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Provision of conducive and congenial working environment	64(57)	49(43)	-	-
Training education and development opportunities	68(60)	45(40)	-	-
Participatory decision making	46(41)	36(32)	17(15)	14(12)
Career Growth and Promotion Opportunities	34(30)	68(60)	11(10)	-
Prompt payment of salaries	64(57)	34(30)	15(13)	-
Recognition and reward for high performance	60(53)	32(28)	21(19)	-
Empowerment of teachers to maintain discipline	52(46)	28(25)	17(15)	16(14)

Table 4.4 shows that majority of the respondents thus 64(57%) strongly agreed that provision of conducive and congenial working environment was a coping motivational strategy used to address teacher attrition while 49(43%) of the respondents also agreed. The result means that provision of conducive and congenial working environment is a coping motivational strategy used to address teacher attrition. The result is in line with

Schwartz (2001) who indicated that teachers working conditions play an important role in a school's ability to attract, retain and motivate good teachers, hence a cause of teacher turnover. He continued that those working conditions, which include physical and psychological factors surrounding a job, serves as a motivator and the absence of such motivating factors, may cause employees and in this case teachers attrition. In agreement to Schwartz assertion, Armstrong, (2006) also indicated that motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. Every organisations and institutions should therefore ensure that employees have a

congenial environment which enables them to perform, because it is only when employees feel that their lives are safe and their jobs are secured that they can concentrate and perform their tasks to the best of their abilities

Again, 68(60%) of the respondents strongly agreed that training, education and development opportunities was a coping motivational strategy used to address teacher attrition while 45(40%) of the respondents also agreed. The result means that training education and development opportunities is a coping motivational strategy used to address teacher attrition. The result is in tandem with Wan (2007) that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment.

Wan (2007) also suggested that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Also, 46(41%) of the respondents strongly agreed that participatory decision making was a coping motivational strategy used to address teacher attrition, 36(32%) of the respondents agreed, 17(15%) of the respondents disagreed while 14(12%) of the respondents strongly disagreed. The result therefore indicates that participatory decision making is also a coping motivational strategy used to address teacher attrition. The result

is in conformity with Robbins (1993) view that, participative management or decision making has often been promoted as a panacea for high morale and high productivity. Robbins further states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers.

Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem and thereby promote retention. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Torrington (2002) also noted that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children' and therefore leave the teaching field.

Further, 34(30%) of the respondents strongly agreed that career growth and promotion opportunities was a coping motivational strategy used to address teacher attrition, 68(60%) of the respondents agreed while 11(10%) disagreed. The result means that career growth and promotion opportunities are a coping motivational strategy used to address teacher attrition. The result corroborates Choo and Bowley (2007) that career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development

cannot be guaranteed, employees leave for alternative employment. In a similar manner, Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers or school heads should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects.

Furthermore, 64(57%) of the respondents strongly agreed that prompt payment of salaries was a coping motivational strategy used to address teacher attrition, 34(30%) of the respondents agreed while 15(13%) of the respondents disagreed. The result means that prompt payment of salaries is a coping motivational strategy used to address teacher attrition. The result confirms that of Kinnear and Sutherland (2001) that employers should not be deceived that money (salary) doesn't matter in retention strategy. This remark emphasises the importance of money (salary) in attracting, motivating and retaining quality employees in the organisation.

Locke (1980) reviewed four methods of motivating employees toward improved performance as salary, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money (salary) was overwhelmingly the most important

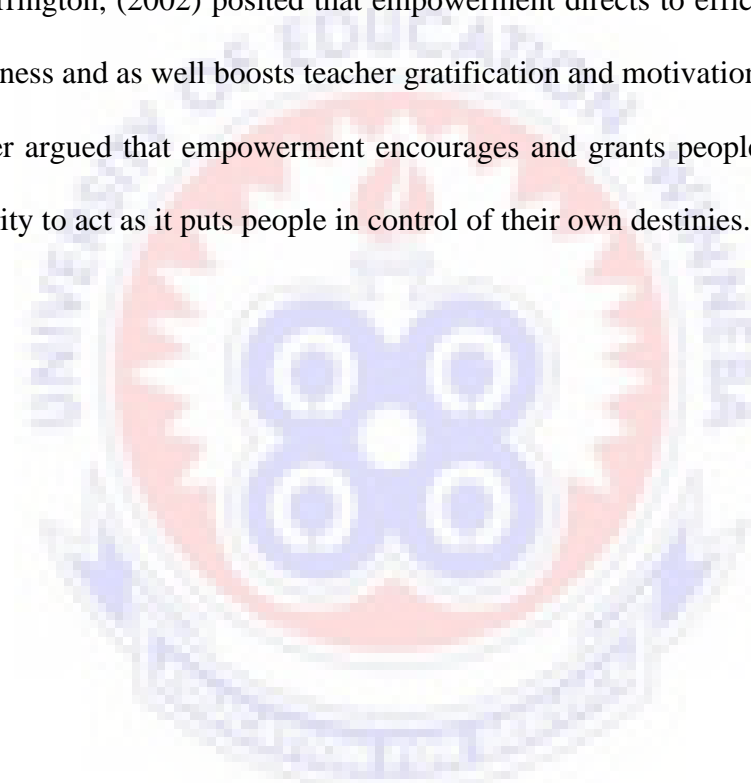
motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a “scorecard” which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs.

Besides, 60(53%) of the respondents strongly agreed that recognition and reward for high performance was a coping motivational strategy used to address teacher attrition, 32(28%) of the respondents agreed while 21(19%) of the respondents disagree. The result means that recognition and reward for high performance is a coping motivational strategy used to address teacher attrition. The result agrees with Robbins (2001) that recognising employees for the work done is one of the strategies organisations use to motivate and retain employees. Robbins adds that recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager or the head to publicly recognise their accomplishment.

Finally, 52(46%) of the respondents strongly agreed that empowerment of teachers to maintain discipline was a coping motivational strategy used to address teacher attrition, 28(25%) of the respondents agreed, 17(15%) of the respondents disagreed while 16(14%) of the respondents strongly disagreed. The result means that empowerment of teachers to maintain discipline is a coping motivational strategy used to address teacher attrition. The result is in collaboration with Smith (1997) that empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. He continued that teacher empowerment and participation consists of

contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997) continued this argument by stating that teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks.

Torrington, (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter consists of the summary of findings, conclusions, and recommendations of the study. It also included suggestions for further study.

5.1 Summary of the Study

The purpose of the study was to examine the factors that influence teacher attrition in public junior high schools in the Kwadaso circuit of the Kwadaso Municipality of the Ashanti Region of Ghana. The specific objectives of the study were to examine the causes of teacher attrition in public junior high schools in the Kwadaso circuit, determine how compensation and other benefits impact the retention of teachers in public junior high schools in the Kwadaso circuit and to ascertain some of the coping strategies used to address teacher attrition.

Descriptive research design using quantitative approach was adopted for the study. The target population of the study was 161 comprising 9 head teachers and 152 teachers in the nine public junior high schools in the Kwadaso circuit of the Kwadaso Municipality. One hundred and thirteen (113) respondents were selected from the target population of one hundred and sixty-one (161) using Krejcie and Morgan sample size determination table (1970, then proportionate sampling technique of 70% was used to select the proportionate respondents from each of the four participating school.

The study revealed that the causes of teacher attrition in public junior high schools in the Kwadaso circuit were long distance of school from home, family living apart in different locations or deployment to other locations, lack of professional development opportunities, unequal work distribution and dual behavior of the school head, heavy workload of teaching and administrative work, late payment of salary, disrespectful behavior of some students and/or their parents and family problems including child rearing and family restrictions.

The study further revealed that the impact of compensation and other benefits were that it create supportive environment for teachers to maximize their potential to be able to work effectively to remain in the profession, students achievement are improved due to improved teaching strategies and teachers' job satisfaction, create a productive atmosphere for teachers to have interest for teaching and learning to promote teacher and student success, motivate teachers to have the commitment, boldness and ability to instruct students successfully, enhance staff confidence level in self-efficacy to stay and teach to improve performance and also serve as a morale booster for teachers to remain in school to improve teaching and learning.

The study finally revealed that some of the coping motivational strategies used to address teacher attrition were the provision of conducive and congenial working environment, training education and development opportunities, participatory decision making, career growth and promotion opportunities, prompt payment of salaries, recognition and reward for high performance and the empowerment of teachers to maintain discipline.

5.2 Conclusions

It is concluded based on the findings that there were so many causes of teacher attrition in the area studied which must be addressed to reduce teacher attrition.

It is also concluded that provision of reward systems for teachers motivated to have the interest to remain in the service for long.

Finally, it is concluded that conducive and congenial working environment, training education and development opportunities and prompt payment of salaries were the most important motivational strategies employed to curb teacher attrition in the Kwadaso circuit.

5.4 Recommendations of the Study

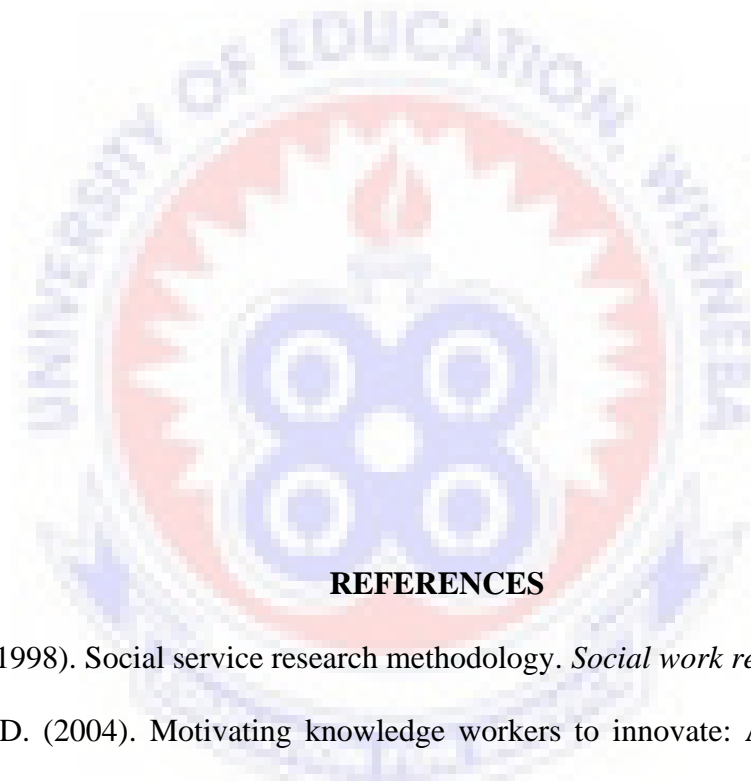
It is recommended based on the findings and conclusions that

1. The Ghana Education Service of the Kwadaso Municipality should provide teachers with congenial working environment to enable them have the interest and satisfaction to work and remain in the teaching service.
2. The Ghana Education Service of the Kwadaso Municipality and other stakeholders of education should organize regular staff development workshops or in service training to upgrade teachers knowledge to enable to be abreast with time.
3. The Ministry of Education in collaboration with the Ghana Education Service should institute more award systems to motivate teacher to boost their morale to stay in the teaching and learning environment.
4. The District Directorate of Education should organize regular training workshops and forums for school heads on participative decision making in schools to improve heads and teachers relationship for teachers to have the sense of belongingness to remain in the service.

5.5 Suggestions for Further Study

The study was conducted to examine the factors that influence teacher attrition in public junior high schools in the Kwadaso circuit of the Kwadaso Municipality of the

Ashanti Region of Ghana, so further study could be conducted to examine the factors that influence teacher attrition in private junior high schools in the Kwadaso Municipality for comparative analysis.



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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

My name is **AKWASI OPPONG KYEKYEKU** pursuing a postgraduate program leading the award of Master of Arts in Educational leadership. This questionnaire is therefore to help me complete a project work intended to explore the causes of teacher attrition in partial fulfilment for the award of the Master's Degree.

Your name and school are NOT to be disclosed here as the study is purely for academic purposes and your identity is highly confidential. Thanks for your co-operation.

SECTION A: Demographic data of Respondents.

Please tick (✓) as appropriate

1. **Gender**

Male []

Female []

2. **Age**

21 – 30 years []

31 – 40 years []

41 – 50 years []

51 - 60 years []

3. **Highest educational qualification**

- a. Diploma
- b. Bachelor's Degree
- c. Master's Degree

4. Teaching Experience

- a. 1 – 5 year
- b. 6 – 10 years
- c. 11 -15 years
- d. 16 year and above

SECTION B –CAUSES OF TEACHER ATTRITION IN PUBLIC

JUNIOR HIGH SCHOOL IN THE KWADASO CIRCUIT

Please, respond to the statements by ticking [] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, , 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

No.	Statements	SA	A	D	SD
1	Salary of teachers very low				
2	Long distance of school from home				
3	Family living apart in different locations or deployment to other locations				
4	Lack of professional development opportunities				

5	Unequal work distribution and dual behavior of the school head				
6	Heavy workload of teaching and administrative work				
7	Late payment of salary				
8	Disrespectful behavior of some students and/or their Parents				

**SECTION C- HOW COMPENSATION AND OTHER BENEFITS
IMPACT THE RETENTION OF TEACHERS IN PUBLIC JUNIOR
HIGH SCHOOL IN THE KWADASO CIRCUIT**

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, , 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

	Statement	SA	A	D	SD
1	Create supportive environment for teachers to maximize their potential to be able to work				
2	Students achievement are improved due to improved teaching strategies and teachers' job				
3	Create a productive atmosphere for teachers to have interest for teaching and learning to promote				

4	Motivate teachers to have the commitment, boldness and ability to instruct students successfully				
5	Enhance staff confidence level in self-efficacy to stay and teach to improve performance.				
6	Serve as a morale booster for teachers to remain in school to improve teaching and learning				

**SECTION D: SOME OF THE COPING STRATEGIES TO ADDRESS
TEACHER ATTRITION IN PUBLIC JUNIOR HIGH SCHOOL IN
THE KWADASO CIRCUIT**

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, , 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

	Statement	SA	A	D	SD
1.	Provision of conducive and congenial working environment				
2.	Training education and development opportunities				
3.	Participatory decision making				
4.	Career Growth and Promotion Opportunities				

5.	Prompt payment of salaries				
6.	Recognition and reward for high performance				
7.	Empowerment of teachers to maintain discipline				

