UNIVERSITY OF EDUCATION, WINNEBA

ASSESSMENT OF FACTORS INFLUENCING TEACHERS RETENTION AT

DWAMENA AKENTEN SENIOR HIGH SCHOOL IN THE OFFINSO SOUTH

MUNICIPALITY

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Studies, University of Education, Winneba, in partial fulfilment of the

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DECLARATION

STUDENT'S DECLARATION

I, ASARE BEDIAKO ALFRED**,** 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.

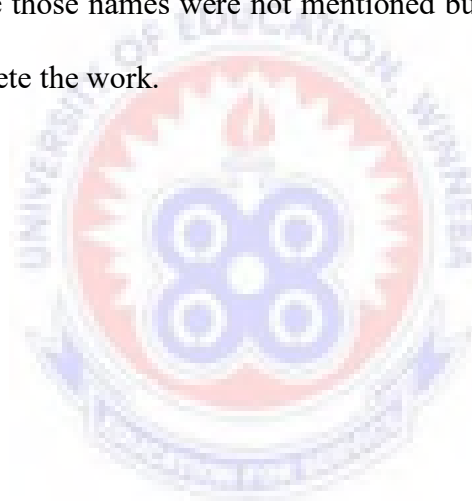NAME OF SUPERVISOR: PROF. MARTIN AMOAH

SIGNATURE: …………………………………………

 DATE: …………………………………………….

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ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my lovely wife, Mrs. Rita Asare Bediako and all my children.

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ABSTRACT

Teacher retention plays an important role in the promotion of teaching and learning excellent. This is because teachers impart knowledge, attitude and skills to learners. The purpose of this study was to investigate the factors affecting the retention of teachers at the Dwamena Akenten Senior High School in the Offinso South Municipality. Descriptive case study survey research design was used in the study. A cross sectional survey with a total sample of 75 respondents made up of teachers was adopted. Questionnaire was used to gather information for the study. The data was analysed using frequency count, simple percentage and cumulative percentage. The research revealed that, teachers were satisfied with most of the extrinsic motivating factors. Most of the respondents are also intrinsically motivated and had desires to be retained in the teaching profession. This was shown in their responses to issues relating to the nature of work recognition and responsibility. The study finally recommends that, teachers need empowerment to actively dissipate their support and roles as teachers in the schools, adequate incentive packages should be worked out for teachers as they serve good motivators. Award scheme should be put in place to reward high performing teachers in school. Areas such as teachers' performance, teachers' maintenance of students' discipline, attendance and achievement in school activities should be rewarded to serve as a motivation.

Finally, if all what had been said would be strictly adhered to, retention of teachers would be high.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Job satisfaction is an essential element for the maintenance of workforce of any organisation. Lack of job satisfaction for employees not only leads to high turnover rates but could also have detrimental effects on the individual, like burnout (Fako, 2000). Teachers retention is basic to school performance and a key issue and the means to improving students' academic performance. Two types of incentives have been distinguished by the author as vital to teachers' retention. These are financial and non financial incentives (Bodur, 2002). Bodur (2002) discovered that the utilization of financial and non financial incentives had been powerful in helping employees' retention.

The main important resource of any organisation is the human capital, regardless of size or sector. Lack of teachers endangers effective teaching and learning. Accordingly, teachers are important resources for teaching and learning and their services should have been kept up to guarantee quality teaching (Byars & Rue, 2000).

Management styles of any institution play a vital role in promoting workplace empowerment, organizational commitment and job satisfaction of which teachers are not exception. It includes the personal traits and behavioral characteristics of the person in a position to influence group interaction and achievement of organizational goals. Moreover, management style is an overall method of leadership used by headmasters. Therefore they have to perform many roles in the school and how they handle various situations will depend on their style of management in their work.

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Teacher retention as defined by Musaazi (1982) is the ability of the school system to keep its staff in their jobs and make them want to stay. Thus, retention is the constant struggle by public senior high schools to keep their staff working within a particular school.

Carasco, Munene, Kasente, and Odada (1996) found out that, teachers' motivation to work was very low. Many teachers absented themselves from classes, come late for lessons, and did not prepare adequately for their lessons, thus they subsequently left teaching because their needs were not satisfied or met. The researcher has observed that, some teachers in public senior high schools in Ghana and for that matter, Dwamena Akenten Senior High School is of no exception. Teachers at Dwamena Akenten Senior High School do not attend to their lessons on time and are not fully involved with school activities. This could be as a result of inadequate motivation as emphasised by Carasco et al (1996).

Maslow (1970) conceptualized human needs in terms of hierarchy that is, physiological needs, safety needs, social needs, self esteem needs and self actualization needs. These needs ascend from the lowest to the highest level. When one set of needs was satisfied, it automatically ceased to be a motivator and the immediate higher set of needs that had never been a motivator then immediately become a motivator. Teachers in Dwamena Akenten senior high school are noted to have continued to stay because they are able to meet their basic demands.

Teachers retention is one of the challenges facing many schools in the country and to maintain them, need motivating the teachers by providing work friendly, involvement in decision making, good salaries and recognition of good performance as teaching is experiencing significant growth of students, with the introduction of

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free senior high school education, teachers retention has become a priority (Rustand & Dalin, 2000).

Teachers in majority of schools all around the world are one of the underestimated staff; the reason is that teaching is about humans' life and they are the people who are imparting knowledge to children. According to Rustand and Dalin (2000), numerous teachers directly take their Headmasters in command, and they become one of the critical personnel in the school.

Rustand and Dalin (2000) noted that, to retain teachers, motivation which is a complex and dynamic construct that is, an independent factor not to be neglected. However, in any motivational process one strategy may not work on all individuals. Moreover, Arif (2003) observes that there are some elements of social contexts which may influence reaction from only a given group and emphasised that, motivation is waxes and wanes. According to Cockburn and Hayden (2004), this is mainly due to the fact that motivation should be dynamic and situational oriented. However, with no motivation, individuals may tend to experience chronic drops which over a long-term might be a reflection of teacher burn-out. In this line, some of the elements or factors that may be used to note the prevalence of teacher de-motivation may not be limited to emotional exhaustion, depersonalization, and low personal accomplishment (Armstrong, 2001; Mathis & Jackson, 2007).

The motivating strategies that may be employed towards the teachers may be directed at individual levels or directed at the teachers in a given set up as a whole. Moreover, from a group point of view, the motivational efforts may be in the form of their design of the environment, direct intervention, or explicit instructional or interpersonal strategies (Mathis & Jackson, 2007). An ideal result of teachers' motivating efforts is the individual's intrinsic and self-regulated motivation. Effort is

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intrinsic when teaching is driven from within, and it is self-regulated when the teacher plans, monitors and adapts reasons, choices and actions systematically in order to optimize learning (Chandan, 2009). The effectiveness of a particular motivational strategy is reflected in the self-regulated behaviour of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals (Darling-Hammond, 2001).

The effectiveness of motivational strategy may be measured based on its ability to influence teacher retention in schools. In the recent times, schools globally have been experiencing a lot of challenges in relation to retaining their teachers within school.

Minimal teacher retention in most of the schools is as a result of teacher encounter with environments that lack essential professional support, especially from school leadership, organizational structures and workforce conditions that convey respect and value for teachers, and an induction and mentoring programme for new and experienced teachers (Berman, 2005). Administrators have found the complexity of the issues embedded in retaining high quality teachers daunting. In senior high schools, ranking of motivators has been done around the seven factors namely remuneration, the nature of work, working conditions and environment, school leadership and supervision, promotion, interpersonal relations and recognition (Linnenbrink & Pintrich, 2002).

The demand for services of teachers has been increased due to increasing students' population of the country, aggregated rates of free senior high school. The shrunk of public budgets, making it more difficult to hire and train those talents (Miller & Brickman, 2004). In addition, political structures are facing economic difficulties leading to the very low funding of social services, which includes the

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education service. These economic difficulties have led to the deterioration of teaching service infrastructure while these same economic issues are leading to an increased demand for teachers as the teachers economic status declines (Cole, 2007). Much is already known about the reasons why teachers choose to leave their profession to others if the situation arises. However, there are teachers who, given a choice, would decide to remain in their teaching profession in any event. It may be helpful to understand more about why these teachers choose to stay.

1.2. The Statement of Problem

In the objectives of schools, teacher motivation has been a critical issue. This is as a result of ever increasing responsibilities among teachers (Bernstein, 2011). Teachers are given strict policies and standards to deliver within the education system whereas their conditions as teachers are not re-addressed so as to provide a win-win ground both for the education system and teachers. This brings about the question as to how effective and willing teachers can withstand the pressure of delivery prevailing within their profession. Moreover, if teachers are dully motivated, they can handle the pressure or able to stand on the teaching profession under unfavourable conditions. Akyeampong (2002) noted that, few studies have been conducted in Ghana to address the issue of the influence of teacher motivation strategies on retention. Thus, there was a need to examine the influence of teacher motivation strategies on their retention using Dwamena Akenten Senior High School as a case study.

1.3. Purpose of the Study

The aim of this study was to examine the factors affecting the retention of teachers at the Dwamena Akenten senior high school in the Offinso South Municipality.

1.4. Objectives of the Study

The research objectives are to:

i. To what extent does teachers` intrinsic motivation influence teachers` retention?

ii. To what extent does teachers` extrinsic motivation influence teachers` retention?

iii. To what extent does the work environment influence teachers' retention?

iv. What is the relationship between teachers` intrinsic motivation, teachers' extrinsic motivation, work environment and teachers` retention

1.5. Research Questions

The study will be guided by the following questions:

i. What are the influential factors that lead to teacher's retention in schools?

ii. What is the dominant intrinsic and extrinsic factor that influence teachers' retention?

iii. What are the intrinsic factors that influence teachers' retention?

iv. What are the extrinsic factors that influence teachers' retention?

1.6. Significance of the Study

- This finding will assist the education sector to develop an innovative and effective implementation framework to solve the problems of retaining teachers.

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- This study will enable Ministry of Education to identify and analyse the main factors affecting the retention of teachers, which could be widely used to find solutions to the teachers retention problem

- Should this study identify factors that influence teachers retention rates, recommendations might be useful to decline the retention of teachers.

- It will also provide strategies to enhance the retention of teachers in Ghana, particularly areas of teachers' job satisfaction with their place of employment will also be identified.

- Since most researches have emphasized on why teachers are demotivated, policy makers will be able to come out with strategies to retain teachers or appropriate policies to enhance the retention of teachers.

1.7. Scope of the Study

This was a quantitative study in which the researcher gathered information by administering questionnaire to the Dwamena Akenken Senior High School. The study should have covered all senior high schools in Ashanti Region or the entire country but due to time frame, it was delimited to Dwamena Akenten senior high school in the Offinso South Municipality. Therefore, the findings cannot be generalized to teachers from not only private schools but all other schools. Darling-Hammond (2001) indicated a lot of factors that influence teachers' retention, but this study concerned with the intrinsic and extrinsic factors that influence teachers' retention.

1.8. Limitations of the Study

The researcher encountered a lot of challenges. The challenges are as follows: financial constraints, difficult to get power to go to internet to access relevant information, not able to meet the supervisor on time due to traffic jams and rejection of respondents. Others even failed to bring the questionnaires upon several attempts of reaching them.

1.9. Organization of the Study

The study is organized into five chapters. The first chapter focuses on the introduction of the study, statement of the problem, purpose of the study, study objectives, research questions, study hypotheses delimitation and organization of the study. The second chapter deals with literature of the study. Chapter three covers the methodology of the study that comprised with study design, population, sample and sampling procedure data collection tools, data collection procedure and analysis. The fourth chapter also covers data presentation, analysis and discussions. Chapter five concludes the study and makes a summary of findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature related to this study. This was done with the expectation that relevant information would be obtained to help shape and enrich the study. Knowledge of what has been done on this topic is important in helping to clarify issues.

2.2. Theoretical Framework

The theories that are used to guide the study are:

- Maslow's Hierarchy of Needs

- McGregor's Theories X and Y

2.2.1. Maslow's Hierarchy of Needs

One of the most widely used theories of motivation is Maslow's theory of needs which views human needs as arranged in five hierarchical needs. By 1943, Maslow had reasoned that human beings have an internal need pushing them on towards self-actualization (fulfillment) and personal superiority. Maslow came up with the view that, there are five different levels of needs, and once one satisfies a need at one stage or level of the hierarchy, it has an influence on our behaviour. At such level, human behaviour tends to diminish, one now put forth a more powerful influence on our behaviour for he need at the next level up the hierarchy. The needs are: physiological needs or psychological needs; security needs; social needs; self-esteem and finally, self-actualization needs. These have been presented in the diagram below.

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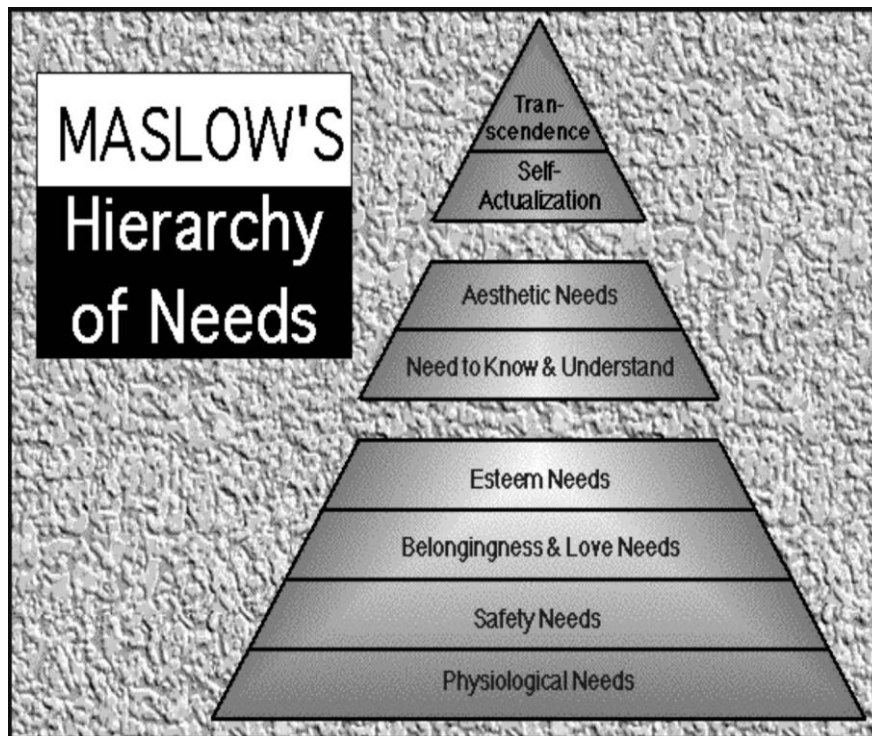
Figure 2.1: Maslow Hierarchy of needs

From the diagram above, the most fundamental needs of every individual is motivated by *Physiological needs*. In Maslow's conceptualization, these psychological needs form the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, do not have shelter or clothing, they need to be motivated to fulfill these needs because these needs become the major influence on their behaviour. On the other hand, when people do not have a deficiency in those basic needs (psychological needs), their needs tend to move to the second level where it is equally seen by Maslow as the higher order of needs. The second level is described as the *security needs*: Security tends to be the most essential need to people at this level. This is expressed in safety in the employee's health and family. The third level of needs by Maslow was the *social needs*. When feeling secured and safe at work, employees will now place job relations as their focus; that is, trying to build up a good friendship, love and intimacy. As one keeps climbing up

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the ladder, one will have to fulfill *self-esteem needs:* This fourth level of needs by Maslow presents the recognition to be accepted and valued by others. The highest or last level of Maslow's hierarchy of needs need is *self-actualization needs.* Self-actualization was to develop into more and more what one is to become all that one is competent of becoming (Srivastava 2005).

The Abraham Maslow theory of needs is a key theory underpinning motivation of the teachers based on the intrinsic factors that motivate teachers to effectively perform at their work places. Thus, to some teachers self-actualization which is at the apex of the theory is their dream hallmark and therefore, with some form of motivation, which they see as enablers push them to effectively work in order to rise from the baseline needs of physiological to the level of self-actualization.

2.2.2. McGregor's Theories X and Y

McGregor (1960) cited in Schein (2000) argued that, the structure of organizations tended to be determined by the managerial assumptions about human nature and behaviour. Traditionally, these assumptions were based on the philosophy of hedonism, which argues that, people seek to maximize their self-interest and leads to the following assumptions regarding employee behaviour (Schein, 2000). Employees are primarily motivated by economic incentives; since economic incentives are under the control of the organization, the employee is essentially a passive agent to be manipulated, motivated and controlled by the organization. Schein (2000) further posits that, irrational feelings must not be allowed to interfere with a person's rational calculation of self-interest; organizations should be designed in such a way as to neutralize and control people's feelings and, therefore, their unpredictable traits.

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These assumptions are the foundation for scientific management and led McGregor to develop his 'Theory X' about how organizations behave towards people, which can be outlined as follows: People are inherently lazy and must be motivated by outside incentives; and people's natural goals are contrary to those of the organization. Therefore, due to their irrational feelings, people are basically incapable of self-discipline and self-control. People can be divided roughly into two groups – those who fit the above assumptions and those who are self-motivated, self-controlled and less dominated by their feelings. This latter group must assume the management responsibilities for all the others.

The assumptions of Theory X imply that a psychological contract is essentially a purchase of services. The organization gives the employee economic rewards in return for their service and controls their behaviour through rules and regulations enforced by the designated positions of authority. The primary emphasis of an organization operating under these assumptions is efficient task performance. This is achieved through the design of job and relationship structure and implementing efficient incentive and control procedures. The responsibility for output lies entirely with the management as employees are only expected to do what the incentive and control systems encourage. McGregor concluded that organizations designed under the principles of scientific management and Theory X ignored the fact that human needs were dynamic. McGregor, therefore, developed an alternative philosophy, Theory Y, which allowed the individual's need for self-actualization to be integrated with the organizational goals. The main principles of Theory Y are: Human motives fall into a hierarchy of categories (example Maslow's hierarchy of needs). The individual seeks to be mature on the job and is capable of being so, in the sense of exercising of a certain amount of autonomy and independence, adopting a long-

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range time perspective, developing special capabilities and skills and exercising greater flexibility in adapting to circumstances.

Again, it posits that, people are primarily self-motivated and self-controlled. Externally imposed incentives and controls are likely to be threatening and to reduce the person to a less mature adjustment; and there is no inherent conflict between self-actualization and more effective organizational performance.

The lazy nature of employee according to McGregor is motivated by outside incentives which stimulate them for work. Based on this assumption, underproductive teachers are motivated to work by putting in place some external policies that stimulate teachers to perform effectively on the job.

2.3. The Concept of Employees Retention

According to Sue (2001), in simple terms, employee retention means keeping those members of staff that one wants to keep and not loosing them from the organization, for whatever reason but especially to competitors. To Sue, organization needs to have right people with the right skills and abilities in the right place and at the right time. This relies on planning, effective recruitment; selection, training, development and retaining those you want to keep. Some of the most pressing human resources management issues in organization today centre on the need to effectively obtain high performing employees which will accordingly increase productivity and profitability (Sue, 2001).

To Sue, employee retention is synonymous to employee motivation. A motivated employee will be satisfied and therefore more productive and more likely to stay within the organization all other things being equal. Therefore, a key issue to

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address when looking to retain employee is to motivate them. Employee retention can determine the success of the organization or otherwise. If the best staff is not retained then the organization cannot retain its key clients and customers.

Keeping valuable employees can be a source of competitive advantage. An organization needs to attract good people, use them effectively and reward them so it can keep the staff it wants. It costs money to keep them but failing to deal with employee retention can potentially affect the financial performance, and reduce the organizations profit. In a service delivery organization, people tend to lose their trust in the organization and its integrity suffers.

Smith (2004) also indicates that, successful organizations realize employee retention and talent management are integral to sustaining their leadership and growth in the market place. Smith asserts that becoming an employer of choice by attracting, hiring and retaining high calibre employees in today's labour market are the things that challenge organization to manage talents and skill at all levels in the organization. It is always wiser and less expensive to retain employee than to be recruiting.

According to Smith, employee retention has become one of the most critical issues facing corporate leaders. This has come about as a result of the shortage of skilled labour, economic growth and employee turnover. Workforce stability is an issue because of unprecedented churning in the employment market with a focus on retaining ones employees. Today's labour force is different, therefore managers must take responsibility for their own employment retention; and if they neglect this critical management role, they could be left without enough good employees.

To Smith, a wise employer will learn how to attract and keep good employees. Smith has observed that, money and benefits may bring employees through the front

door, but poor working conditions and poor management skills drive them out the back. When it comes to recruiting and retaining many organizations fail to see their own bad habits, faulty processes and other inefficiencies leading to low productivity and high turnover. High turnover gives an organization more stability, which pleases employer, employees and clients alike. A satisfied workforce reflects positive attitude towards others. They in turn will reflect a positive attitude towards clients and thus generating higher satisfaction which grows the revenue of the organization.

2.4. Importance of Employees Retention

Employee retention is one of the primary measures every organization should set an eye on. If one is losing critical staff members, you can safely bet that other people in their departments are leaving as well. Retention of excellent employees is one of the most important challenges in organization today. Retention requires a competitive salary and great benefits. However, retention of an organizations best employee requires a whole lot more. Employees' involvement, recognition, development, advancement and pay based on performance just get the organization started in their quest to retain their best.

What do people want? The same things they have always wanted-challenging and stimulating work, fair pay, the tools and resources needed to do their jobs, recognition for work well done and involvement in the decision that impact their day to day lives at work (Ramlall, 2003).

To Samuel and Chipunza (2009), employers do not have to do anything to retain employees when they have nowhere to go. But doing nothing now will lead to problems tomorrow. According to Santosus (2001), if employers fail to work towards

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the retention of their staff, there is likelyhood that, they may lose them in the future when other organizations attract them.

2.5. Teacher Retention Reasons

Just like the reasons specified for leaving education, the reasons to stay within education are also linked to the working conditions and a supportive environment. Yet, the extrinsic factor of salary has been replaced with an intrinsic factor of self-efficacy. Support from colleagues remains highly influential in a teacher's decision to stay whether they are new or experienced. A supportive administrator continues to play a major role in a teacher's decision to continue or leave the profession. Although the demands are great, many teachers remain in education due to their feeling of passion, accomplishment and the impact that they have on students regardless of the hardships they endure. Instead of seeing the daily challenges as excuses to leave, they recognize the difficulties as confirmation that they are needed. Ultimately, if a new teacher is unsatisfied with his or her job, it will affect their decision to remain in education (Chapman & Green, 2006). Likewise, if they perceive their job as a profession that is central to their lives and the lives of others, their satisfaction will increase and they will remain (Bluedorn, 2002). This is just another reason for addressing teacher retention or attrition reasons from a direct individualized approach with the actual teachers' perspectives analysed.

2.5.1. Collegial Work Environment

Whether a new teacher or an experienced, a supportive work environment is crucial to retention. New teachers are more likely to remain in education when the school conditions include support, guidance, and proper resources (Bryk & Driscoll,

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2008). Colleagues help greatly with many of these factors along with encouragement and problem-solving strategies necessary to succeed (Chapman & Hutcheson, 2002), or a sense of working together for a common good, has been shown to increase teacher retention rates (Bluedorn, 2002). It should be noted that, these research studies stated are limited in the fact that, they encompass only a small sample size or they are only from one region of a state. Yet, when one considers the collegial environment of a school setting perhaps a smaller sample reveals a realistic view. Nationwide data is useful, especially for comparison purposes, but as many researchers continue to state, small regional data provides the specific details of how to address the problem and perhaps the best solution for each specific area. A collegial work environment remains one of the critical factors to be analysed from the current research study as well.

Induction programmes with true mentoring have also been shown to be positive influences in a new teacher's decision to remain (Berliner, 2006). Mentoring allows the new teacher to adapt to the challenges they face and offers the beginner positive role models who are empathetic to their struggles. Teachers depend a great deal on their colleagues for support and hence, their success and satisfaction are directly related (Harris, 2015). Even when the mentoring relationships were considered bad experiences, teacher retention rates improved (Berliner, 2006).

School climate is another influential factor to teacher retention. This may translate to an integrated school culture, mentors with common planning time with the new teachers, supportive heads, or an overall team approach to education (Fantilli & McDougall, 2009). Peer observations and collaborative curricular planning has been shown through research to have the most positive effects on new teacher retention rates due to the professional culture that is, created within the school (Harris, 2015).

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Even novice teachers need colleagues that they can count on to ensure a positive working environment that supports all teachers. This integrated professional culture helps everyone to constantly improve learning within the framework of the school environment (Berliner, 2006).

Beutel and Spooner-Lane (2009) demonstrates a direct link between teacher attrition rates and low student achievement. The increased tension to remain on top or constantly improve leads to undue stress for teachers, heads and students. Although in some school settings it has led to more focus and motivation to help all students succeed, which is the intended purpose. The social stigma tied to one's reputation is a very motivating factor.

2.5.2. Support from Administration

In connection with administrators lack of support being a source of teacher attrition; support from administrators are strong indicators for teacher retention. According to Berliner (2006) what mattered most in teachers' decisions to remain in education was to have a collegial atmosphere at school, along with a strong leader. Stanulis and Floden (2009) further emphasized that, the view teachers have of a positive and collegial atmosphere does not always coincide with the headmasters or headmistresses ideas of what a teacher needs.

Teachers believe that in order to promote student achievement, it is necessary for them to be empowered to make decisions, especially at the high school level. Strong collaboration and communication must take place within the school environment in order to improve student learning (Stanulis & Floden, 2009). The avenue of collegiality including administrator support is the most important working

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condition that needs upgrading in today's schools, and it begins in the principal's office and his or her daily decisions.

Gillingham (2011) found that, teachers were leaving education due to the lack of administrative support and the failure to attend to the new teachers' needs. This support and attention could be simple acts such as allowing common planning time for new teachers and their mentors, professional leave to attend conferences, or even monthly meetings with the new teachers for them to discuss or voice their opinions, concerns, questions, and feelings about their working environment and experiences (Marzano & Boogren, 2012). A head teacher's effectiveness as perceived by the teachers is connected to the overall school climate and will impact teacher retention decisions (Ingersoll & Strong, 2011). Therefore, in order for teachers to have the motivation, and confidence to meet the needs of the diverse student population today, head teachers must provide them with strong leadership, collaboration, and a shared vision (Long & Murphy, 2012).

2.5.3. Self-efficacy (Teacher Morale)

Why do teachers remain in education with all the negative publicity they are receiving from society? One of the major reasons to emerge from the research recently has been identified as self-efficacy, or the feeling a teacher has that they are making a difference in the lives and learning of students (Hobson & Malderez, 2013). Self-efficacy is a measure of success and everyone needs to feel a sense of accomplishment in order to continue work in any given profession. Likewise, the teachers who feel as if they are failing, and receive no support or encouragement, are more likely to leave the profession. Although this area has been receiving some attention from researchers lately, much of the research remains limited as far as

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focusing on details such as individual teacher perceptions as well as regional data analysis (Hobson & Malderez, 2013).

Many teachers enter into education due to the deeply motivating intrinsic rewards associated with helping others or the passion they have for the job. Yet, after facing the everyday challenges of making a difference, salary ranks as one of the major reasons for leaving. Fifty new secondary level teachers in Massachusetts were interviewed by Gillingham (2011). Although the small sample size and restricted location was a limitation of the study it does provide a detailed view into the experiences of new secondary education teachers. From most of the research previously described, the secondary level is very limited in scope. Their findings reinforce previous studies that focused on the major reasons for choosing a teaching career as the value of meaningful work, love of working with children, and the enjoyment of pedagogy within their specific subject matter. Therefore, enjoyment appears to remain more important than salary to most teachers (Gillingham, 2011).

As the demands and difficulty level increase, low salary becomes more oppressive and the intrinsic motivation is not enough for teachers to remain. This results in a decision to leave education in hopes of securing another career that is more rewarding from a financial as well as an intrinsic motivation standpoint.

A sense of accomplishment with students is essential to retaining teachers. Without the desire of students to learn, many teachers are at a loss. Ingersoll (2002), especially, found this factor at play within high poverty schools, which are shown to experience the greatest teacher turnover.

2.6. Employees Retention Strategies

The term "strategy" refers to a more formalized and planned system of practices that are linked with an overall vision, a set of values and a mission (Ramlall, 2004). Many institutions, particularly larger ones with fully developed Human Resource departments, engage in elaborate planning exercises in order to develop a cohesive and unitary strategy to deal with employee retention or, more generally, human resources management which often includes retention as one of its objectives will roll out particular programmes or interventions with explicit reference to an overall organizing principle.

Indeed, many experts within the Human Resource literature emphasize the importance of such exercises, and emphasize that good retention is best assured when companies take a strategic approach to the question. Yet it is clear that taking a strategic approach to Human Resource management can require considerable resources, and may prove to be too resource-intensive for smaller companies, particularly companies that are too small to have a department dedicated to Human Resource matters, or even too small to have an executive exclusively devoted to Human Resource questions (Riggio, 2003).

Lockwood (2006) has provided evidence that indicates a correlation in firms between "good" workforce outcomes which includes reduced layoffs, quit rates, accidents and grievances and Human Resource strategies that emphasize employee participation and intrinsic rewards. The presence of practices related to internal career development is often the best predictor of an employee's affective commitment. Such plans include advancement plans, internal promotion and accurate career previews at the time of hiring.

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Furthermore, as Lockwood (2006) point out, it is still unclear whether successful practices engender high performance, or whether strong performance creates the resources for the implementation of such practices. Apart from money which is the cornerstone of employee retention, there are other important strategies that can be used to retain workers. Many on the front line say that retention of professionals is not as simple as offering those new employees fatter salaries, although each of these elements is part of an overall strategy. Rather, keeping those employees depends on the organizations willingness to reach beyond traditional approaches (Gibson, Donnelly & Ivancevich, 2000).

Jones (2001) suggests that, key caveats for leadership with heart are that employees want to be heard and understood, and that they want to be told the truth with compassion. These two concepts can be balanced in 50/50 meetings, where management speaks 50 percent of the time and their goals, vision, and mission and where employees have a chance to raise their own questions and issues for the remainder of the meeting. Since being in on things is extremely important for employees, the best way to curb negativity and low morale is in-depth straightforward communication through a variety of meetings-over breakfast or lunch, at staff meetings, or other employee forums.

In addition to the above, Robbins (2006) noted that following as key factors enhancing teachers retention: creating a motivating climate, managing career development in teaching, moving to graduate workforce.

Creating a motivating climate: Because the organization has such an impact on the factors that extrinsically motivate employees, it is important to examine organizational climates or attitudes that have direct influence on worker morale and

motivation. Firth, Mellor, Moore and Loquet (2004) said that, frequently organizations overtly or covertly reinforce the image that each and every employee is expendable and that a great deal of individual recognition is in some way harmful to both the individual and the individual's productivity within the organization. Just the opposite is true. Individuals who have a strong self-concept and perceive themselves to be winners are willing to take risks and increase their productivity to achieve their productivity. Morrell, Loan-Clarke and Wilkinson (2004) stress at organizations must be designed to make individual employees feel like winners. The focus must be on degrees of winning rather than on degrees of losing. Broedling (2007) indicated that, another wrong attitude held by some organizations is at the opposite extreme. Brunetto and Farr-Wharton, (2010) supported that if a small reward results in desired behaviour, then a larger reward will result in even more of the desired behaviour. That means an employee's motivation should increase proportionately with the amount of incentive or reward. Headmaster or Headmistress should think excellence and achievable goals, and reward performance in a way that is valued by their staff. These are the cardinal elements for a successful motivation-reward system for the teaching profession (Cascio, 2000). To the contrary, more incentives or reward systems were actually less motivating, as they produce a felling of distrust or being bought. Increasing incentives may be perceived as a violation of individual norms or of guilt (Robbins, 2006).

Headmasters or Headmistress can also create a motivating climate by being positive and enthusiastic role models in the school setting. Robbins (2006) demonstrated that Headmasters personal motivations are the most important factor affecting their staff commitments to duties and morale. Positive outlooks, productivity

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and accomplishment are contagious. Morrell (2005) stated that, employees frequently determine their job security and their employer's satisfaction with their job performance by the expression they see on their head's face. That means, unhappy heads frequently project their unhappiness on their subordinates and contribute greatly to low unit morale.

Managing Career Development in Teaching: According to Donner and Wheeler (2001) some philosophies about responsibilities for career development have been reflected in teaching. Chapman & Green (2006) further argued that, teachers do require taking greater responsibility for career planning and development. They should follow a framework discussed by Chapmen (2004) which includes identifying opportunities, developing and implementing a good career progress. Chapman & Green (2006) added that, to deliver high quality of teaching service, heads should work with teachers on their career development plans and activities. According to Barling and Cooper (2008) for long period it has been known that, continuing professional development has a significant function in teachers' individual career development and retention. It also enhances the quality of students. There was a debate for a long time that, teachers must recognize and understand the value of appropriately controlled continuing professional development programmes in attracting, motivating and retaining high quality staff (Barling & Cooper, 2008). According to Cartledge (2001) strategy for continuing professional development for teachers were set out in making difference in teachers` professional work, but should not only attending courses but also learning at work through experience, critical incidents, audit and reflection, maintained by peer review, mentorship and supervision.

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Pay: Even though disappointment with payment has long been known as a key rationale for poor retention, a revision of study preceding the beginning of the current upgrading programme concluded that, the connection between payment and retention is complex and is the most important one of several factors that may shape labour market behaviour (Burns and Grove, 2005). According to Burns and Grove (2009) if the pay of teachers becomes disgraceful, students indiscipline that lead to their intention to quit the profession. Robbins (2006) on the other hand, noted that, meager pay breeds work stress and anxiety coupled with work frustration.

2.7. Extrinsic (hygiene) Factors Influencing Teachers Retention

Extrinsic factors are also called hygiene factors and do not motivate an employee but reduce the level of job dissatisfaction. Such extrinsic factors include supervision, working conditions, interpersonal relationships, organizational and administrative policies, supervision and salary. Extrinsic factors are easily influenced by intervention strategies (Freire, 2005).

2.7.1. Organisational and Administrative Policies

Policies are written guidelines that indicate the integrity of the organisation's intentions. It is therefore the responsibility of management to ensure that policies are reviewed periodically in order to be consistent with the current situation within the organisation (Marriner-Tomey 2006). A sense of belonging could develop if policies are applied consistently among employees, otherwise dissatisfaction could occur or escalate (Marriner-Tomey 2006).

According to Morrell (2005) organisations should to establish reasons why employees leave a specific institution, and whether the specific person's resignation

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could be regarded as being avoidable or unavoidable. A profile compiled of leavers could help to identify the peak times for an expected turnover like promotion rounds. This could assist in designing appropriate interventions to retain more teachers. Boyd & Wyckoff (2011) indicated that organisations need to develop assessment tools in order to predict early signs of dissatisfaction. Early interventions could increase teachers' levels of job satisfaction and reduce turnover rates.

Borman and Dowling (2008) found that, teachers recommended these themes to organisations in order to improve their levels of job satisfaction: improved work schedules, staffing levels, communication and education. Giroux (2010) indicated that, teachers should be encouraged to participate in decision-making regarding the formulation of policies and the implementation of changes in a specific unit. Teachers should know where to access information concerning teaching and learning. If teachers realise that, they are involved in decision-making processes, they might experience higher levels of job satisfaction and might stay longer in a specific organisation.

2.7.1.2. Salary

Giroux (2010) defines salary as the regular payment that is usually monthly. Harrell and Jackson (2004) on the other hand, found that, pay satisfaction had effects upon teachers' turnover intentions. Although it was found that salary satisfaction decreased turnover intentions, it did not lead to job satisfaction or to enhanced organisational commitment. Many teachers were unhappy with the way in which pay supplements were awarded in relation to their levels of expertise (Harrell and Jackson, 2004).

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Giroux (2010) indicated that, salaries which do not meet daily requirements, would contribute to teachers dissatisfaction and turnover rates. This is further explained by Ingersoll and Smith (2003) indicating that there is a relationship between pay and voluntary turnover. Employees will stay in an organisation as long as their self-interests are served. Good salaries can offer such motives but cannot motivate an employee to stay with an institution by itself (Ingersoll & Smith, 2003)

2.7.3. Interpersonal Relations

Group cohesion is a staff member's perceptions of integration into the organisational and colleague environment (Ingersoll and Smith, 2003). The more the individual identifies with the group, the more the ability to conform to the group's norms and values. The group and the organisation become part of the individual and withdrawal from the organisation distorts the self-concept and seems like losing part of the self. Interpersonal relations should be encouraged and if the environment is conducive, this could result in stronger intentions to stay in an organisation. Individuals, who strongly identify with their organisations, enjoy their work and have higher levels of job satisfaction (Ingersoll, 2001) than employees who fail to identify strongly with their employment institution.

2.7.4 Working Conditions

Halford (2008) indicates that, teachers in public schools were not satisfied, and had less intentions to stay in teaching profession. Halford (2008) further indicated that, public teachers tended to be married, working full time and to have acquired a number of years' experience. Role stress could contribute to levels of job dissatisfaction. Teachers in public schools who had to fulfil multiple roles, indicated increased levels of job dissatisfaction compared to teachers with fewer roles. An

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employee, who suffers from burnout, might benefit from being transferred to another unit within the same organisation. Some heads do not encourage such transfers due to fears of losing a competent teacher. However, this situation could lead to an employee's increased rates of absenteeism and eventually to him or her leaving the organization (Ingersoll and Smith, 2003).

Halford (2008) noted that, work stress among teachers had been aggravated by increased workloads, teachers' shortages, job insecurities and organisational changes. Most of the teachers in at work that had less than two years' experience were too inexperienced to cope with work overload. This could affect teachers' levels of job satisfaction and contribute to increased turnover rates among teachers (Halford, 2008).

2.7.5. Supervision

The Headmaster should choose the team leader who is capable of effective supervision. However, there are natural leaders who might emerge from the team and should not be ignored or refused opportunities to practise their leadership skills. They could cooperate to enhance productivity levels of all team members (Ingersoll & Kralik, 2004). Leadership style plays a major role in the retention of teachers. Effective teachers need to be given time to think, listen and challenge daily activities in order to provide quality teaching and satisfactory supervision to teachers (Hope, 2009).

According to Ingersoll (2003) Headmaster`s position and power could influence the teachers' intentions to stay. Headmasters or Headmistresses who encourage participation and who value contributions from staff, promote decision making and influence coordination, could enhance the positive aspects of a working

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environment that could help to maintain a stable teachers workforce, by reducing turnover rates among teachers. According to Halford (2008) teachers shortages, lower turnover rates and higher levels of job satisfaction was due to key organisational characteristics such as emphasis on participatory management and systematic communication between teachers and headmasters.

2.8. Intrinsic factors (motivators)

Intrinsic factors are motivators that relate to the person's job and induce satisfaction such as nature of work, achievement, recognition, responsibility and advancement.

2.8.1. Nature of work

Job avoidance is a reaction to dissatisfaction that could eventually lead to turnover, if the problem is not resolved timeously (Hom & Kinicki 2001). Job satisfaction stresses specific tasks in the teachers' work environment. Teachers enter an organisation with needs like a desire to utilise their skills and expertise. Teachers expect their work environment conducive to utilising their skills and expertise to render good teaching of a high standard. Welcoming new employees, through effective orientation programmes, can make new employees feel comfortable and valuable within the new organisation and increase these employees' loyalty to the organisation and to the nature of work, possibly helping to reduce staff turnover rates among new teachers (Halford, 2008).

Ingersoll and Smith (2003) indicated that satisfaction with jobs and career choices were important to retain teachers. However, teachers indicated that, work overload and teachers shortages, interfered with the provision of quality teaching. Levels of teachers' job dissatisfaction were elated to turnover rates while teachers'

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productivity levels were related to their levels of job satisfaction. Jones (2007) also found that, work overload was the main cause of job dissatisfaction.

According to Kwakman (2003) teachers retention indicated that retention could be enhanced by the use of educational ethics and indicated that, ethical conflicts reportedly contributed to teachers intentions to leave a specific institution. In another study, Marriner-Tomey (2006) found that, work schedules was one factor that the institution could manipulate to enhance job satisfaction levels of teachers because work schedules are very important to teachers as they value the ability to control their time. These teachers have less experience and most have been in the profession for less than three years. They require time schedules to be known well in advance so that they can plan how to spend their time. Changing work schedules cause disruptions in their lives which could lead to increased rates of absenteeism, sick leave and intentions to leave the organisation. Levine (2006) indicated that, institutions should help their employees' to maintain a balance between their personal and work lives. One way of doing so is to provide timely information about work schedules.

Marzano (2003) explained that age contributed to teachers' decisions of leaving an institution. Younger teachers still needed to explore fields other than teaching. Teachers in the older age bracket intended staying with their employers until retirement, even if conditions were unfavourable. This was supported by Ingersoll & Smith (2003) who indicated that, teachers closer to retirement were less satisfied, and even if these teachers were dissatisfied, they still decided to stay with their institutions. Another study by (Levine, 2006) found that, teachers in the older age group had no intentions of leaving as they had survived numerous stresses and had more years of service than their younger colleagues. Consistent with previous studies, it was found that older teachers made better adjustments to their work environments

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and were more satisfied with their jobs than younger teachers. This is also because it is difficult for older teachers to find jobs easily.

2.8.2. Achievement

According to Cartledge (2001) professional development was important among teachers. It was suggested that without updates and education, there would be less knowledge and less motivation to continue working. However, being more educated did not promote teachers motivation because qualifications were only considered for promotions if and when there were vacant posts. This situation led to staying in one position for a long time, causing some dissatisfaction among teachers. Ingersoll (2002) indicated that lack of recognition for different skills and competency levels in the work environment, neither by compensation nor in role differentiation, was a disincentive for teachers to improve their educational levels. Cartledge (2001) noted that teachers with degrees were more satisfied than teachers with diplomates. It is therefore important for organisations to recognise academic achievements of teachers in order to enhance motivation and retention of teachers within the profession. According to Marriner-Tomey (2006) the effective delegation of duties to capable employees contributes to personal growth and development because talents are utilised effectively through adequate delegation.

2.8.3. Recognition

According to Ingersoll (2002) investing in people is an important phenomenon in the teaching service as this helps in gaining formal recognition. 'Investing in people' means giving a commitment to the development of the organisation and staff. Teachers should know and understand organisational goals, in order to set their own goals within the parameters of the organisation, if possible.

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Ingersoll and Smith (2003) found that, most participants indicated that there was a lack of appreciation for good performance by Headmasters. If Headmasters are supportive, respect and recognise teachers' achievements, this could boost their morale and lead to higher levels of job satisfaction and motivation. Recognition from students and family members is also an important issue in motivating teachers. Ingersoll (2002) found that, teachers vaslued recognition.

Odell and Ferrano (2002) found that participants needed more recognition to satisfy their needs for reputation, prestige and respect from others, which could lead to increased self esteem. Satisfaction of the esteem needs leads to feelings of self-confidence and enhances self worth. However, a lack of satisfaction of esteem needs leads to feelings of inferiority and discouragement. Tye and O'Brien (2002) also indicated that, a supportive environment was essential for the development and enhancement of self-esteem among teachers who participated in their study. Ingersoll & Smith (2003) found that, organisational strategies reducing teachers' frustrations were very important and might include rewards and formal recognition of accomplishments.

Moreover, Johnson and Donaldson (2005) found that, older teachers were more satisfied at work with the recognition they received than their younger teachers colleagues. This was because as the individual matures, the goals and expectations become more realistic and therefore resulting in higher levels of job satisfaction. These teachers indicated that, recognition had been received from peers and heads, but indicated that, such recognition should be shown on a regular basis to all teachers concerned. The items mentioned that were important to teachers included letters of recognition, sharing of accomplishments with peers and the recognition of achievements in institutional newsletters.

Cartledge (2001) also in his study found that, feelings of being valued and respected were very important to teachers who reported a lack of respect and recognition from Headmasters. Teachers' opinions were not valued and they had to carry out orders from Headmasters without rendering inputs into the decision-making processes. Teachers also reported a lack of respect from their colleagues, making them feel undervalued and lacking recognition for their contributions to the teaching and learning.

2.8.4. Responsibility

According to Ingersoll (2002), autonomy encourages and promotes a sense of control over the job. This includes the ability to make decisions about daily teaching practices. Levine (2006) reported that, teachers required autonomy, responsibility and they would have preferred to be led by a Headmaster with a participative leadership style. Teachers also reported that, increased autonomy was influenced by supportive management, education and experience. It has also been found that, professional autonomy was directly related to the grade of a specific post and to the teachers' years of experience and indirectly related to workload. However, Ingersoll & Smith (2003) indicated that the length of time of a teacher in a current position was not a significant predictor of the teacher's level of job satisfaction.

Shen (2008) also reported that, as the teacher became more experienced, there would be increased demands on her expertise. If this was not done carefully, there would be increased workloads for these teachers, decreasing their levels of job satisfaction. The experienced teachers are responsible for managing subordinates.

Autonomy and responsibility enhance teachers' retention. The organisation that has autonomous and long-serving teachers provides quality teaching and this

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could help to reduce turnover rates among teachers. According to Marzano (2003), if teachers have autonomy and are empowered, effective teaching is provided consistently with professional standards. Matrunola (2006), indicated that, teachers lack of autonomy, inadequate staffing and work overload could affect their levels of job satisfaction, increasing turnover rates among teachers.

2.8.5 Advancement

Regular performance appraisals are very important as these allow the development of career paths which are sensitive to teachers' performance levels and abilities (Jones, 2007). According to Ingersoll (2003), there are three main purposes of performance appraisals are salary awards, identification of training needs to enable the employees and organisations to achieve their objectives and to aid individuals' career development strategies.

For teachers to be able to take charge of situations in their work environments, ongoing training and development should be available (Singh & Billingsley, 2006). Teachers expect their work environments to supply them with adequate opportunities and equipment to provide effective teaching. Dissatisfactions at work could increase teachers turnover rates (Ingersoll, 2003). However, Murphy (2005) reported that, there was no reported relationship between teachers' levels of job satisfaction and levels of education.

Ingersoll (2003) also found that, teachers needed to be supported to further their studies and encouraged to participate in research and career advancement opportunities. Ostroff (2002) also found that, there were fewer role conflicts in organisations providing training opportunities for teachers.

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Singh and Billingsley (2006) found that, empowered teachers were more skilled and competent. They also assumed responsibility for colleagues and provide guidance to younger teachers. Factors such as short stays in an organisation, scarcity of resources and unresolved conflicts could hinder teachers' professional development and progress, increasing the turnover rates among teachers. If the organisation does not provide a culture of advancement to employees, then workers might need to change jobs to procure some professional advancement.

Hom and Kinicki (2001) found that, preceptors were dissatisfied with their opportunities for promotion. This was because promotion was important for advancement in the job. The preceptors viewed their position as lacking opportunities for advancement within the hierarchy of the practice setting and that led to job dissatisfaction. This is consistent with the study by Ingersoll & Smith (2003), which indicated that, young and enthusiastic employees would stay in an organisation where there were opportunities for advancement. A similar study was conducted by Levine (2006) who found that, academic personnel enjoyed annual increments and reached the top of the salary scales without actually being promoted. This leaves employees with the perceptions of occupying dead-end jobs. Therefore, employees who had more opportunities for promotion and advancement, intended to stay longer in an organisation and most employees who felt that they occupied dead-end jobs had higher intentions of leaving the specific institution. According to Johnson & Donaldson (2005) education is an investment by the organisation in the provision of quality work and for retention of competent staff members. The more years the employee is in the organisation, the more contributions he or she could make to this institution.

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Figure 2.2: Conceptual Framework

Relationship between variables on factors causing teachers' commitment on teachers'

Intrinsic Motivation
Nature of work
Recognition
Responsibility

Extrinsic Motivation
Interpersonal Relations
Working Conditions
Supervision

Level of Commitment
Affective Commitment
Continuance
Commitment
Normative Commitment

Retention
Support from administration
Collegial Work environment
Self-efficacy

Work Environment
School Safety
School Culture
School Climate

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research design, population of the study, sampling procedure and sample size, instrumentation, data collection and data analysis procedures that were used in the study.

3.2 Research Design

According to Bryman (2012), the research design is an overall plan for conducting the study in order to answer the research questions. The research design indicates the steps which will be followed in conducting the research. Punch (2007) describes the research design as a guideline for the research process in order to achieve the intended results that will be a reflection of reality.

The research is based on descriptive case study design. Case study research is good in facilitating understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Case study research method has been widely used in social science research. It has been used to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Creswell (2013) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life

context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Case study method of research enables the researcher to learn from practice to be able to inform the theory on which that study is based. A case study method was adopted to carry out the research because; the phenomenon under investigation is a real life contemporary developmental issue and needs a combination of methods to investigate. In addition, the case study brings the investigator to a direct contact with the problem in the field. This leads to a better conversance with the circumstances of a case and helps to assess the reactions of a group or a community to questions and issues raised in the cause of the investigation (Cohen, Manion & Morrison, 2005).

In addition, the study adopted descriptive research design, specifically descriptive design this because it allowed the researcher to obtain information concerning the current status of the issue investigating. It also ascertained what existed with respect to internal and extrinsic factors influencing teachers' retention. In addition, descriptive research design mainly informs the researcher as to the characteristics a population may have and how regular certain events may occur. Creswell (2014) also acknowledged that descriptive research involved asking the same form of questions often prepared as a questionnaire.

Moreover, the study followed quantitative research approach. Bryman (2006) noted that, quantitative research is one of the approaches researchers use in their findings are mainly the product of statistical summary and analysis. The main feature of quantitative research is the heavy reliance of the researcher on data analysis to arrive at findings or conclusions. Numbers are assigned to the properties in the phenomena to represent their qualities. The choice of a quantitative research design

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for this study was informed by its primary strengths because, according to Bryman (2006) the findings are generaliseable and the data are objective.

3.3. Population of the Study

Target Population refers to the empirical units such as persons, objects, occurrences and others used for the study. The target population is the group of interest to the researcher. It is the group from whom the researcher would like to generalise the results of the study. The target population consisted of all teachers of Dwamena Akenten Senior High School comprising of 125 teachers, Permanent teachers being 104 and Non-permanent teachers being 21.

3.4. Sample size and Sampling Techniques

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that, the selected group contains elements representative of the characteristics found in the entire group (Koul, 2002). Due to the small number of the population, census sampling technique was employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Babbie (2001), there are advantages in using a census or sample to study a population:

- provides a true measure of the population (no sampling error)
- benchmark data may be obtained for future studies

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- detailed information about small sub-groups within the population is more likely to be available

A sample size of 125 teachers was used to collect quantitative data. To Babbie (2001), the key advantage of a census is that (assuming perfect compliance) the results are known with certainty.

3.5. Research Instrument

The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The researcher designed questionnaires for the teachers in the selected schools. These structured questionnaires were administered to the teachers whose views were obtained, opinions and attitudes on how discipline management influences teachers' academic performance. Structured questionnaires are simple to administer and relatively cheaper to analyse (Creswell, 2009). A questionnaire was also preferred as the main instrument in this study because it is easy to use on a large number of subjects. The questionnaire is attached (Appendix A).

Questionnaire for the respondents had five sections, that is, section A, B , C and D. Section A collected data on respondents background information. Section B had 15 items that collect data on the intrinsic factors influencing teachers' retention. Within this, items 1 to 5 measured nature of work, items 6 to 10 measured recognition while items 11 to 15 measured responsibility.

Section C also had 15 items that measured the extrinsic factors influencing teachers' retention. Within these items 1 to 5 measured interpersonal relations, items 6 to 10 measured working conditions while items 11 to 15 measured supervision. All of

the questions were of 5-point scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire obtained satisfactory cronbach alpha of 0.83.

3.6. Piloting of the research instruments

The researcher carried out pilot study before the actual administration of the instrument. It was done to test reliability and validity of the instrument. According to Creswell (2007) pilot study is important in testing the validity of the research instrument and to ensure clarity of the language used. Since piloting does not need a big sample, the researcher randomly selected 20 teachers at Saint Jerome Senior High School at Aboffour in the Offinso South Municipality.

Piloting is considered helpful and according to Bryman (2012) any instrument used to collect data should be piloted in order to find out if the questions are suitable for the drawn sample. This is also to check if the instructions are clearly written. This is to help the researcher with some preliminary warnings and assistance on problem areas (Amin, 2005). Furthermore, this is also to help in reconstructing questions felt to be either sensitive or meaningless so that the researcher could make them explicit by either rephrasing or rewriting them before carrying out the research.

3.7. Validity and Reliability of Research Instruments

The study instrument was content-validated. Creswell (2009) posits that, content validity is determined by expert judgment. My supervisor scrutinized the instrument to find out whether it addressed all the possible areas that were intended to measure, ensured its appropriateness, completeness and accuracy. They were relied

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upon to determine whether items in the instrument were adequate representation of all the areas that were under investigation.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Bryman, 2012). A reliability test was performed to check the consistency and accuracy of the measurement scales and obtained the overall cronbach alpha.

3.8. Data Collection Procedure

After sorting out the questionnaires, the data will be computed and analysed using the Statistical Package of Social Sciences (SPSS) version 20.0. The statistical analysis such as frequencies, percentages, mean will be used to answer the research questions, whiles multiple regression and Two – Way ANOVA was used to test for the formulated hypothesis. The hypothesis was tested at the alpha level of 0.05, meaning that, when the significant-value (that is. p-value) is less than 0.05, significant difference or effect therefore exist, but when the p-value exceeds 0.05, significant difference or effect therefore do not exist.

Structured questionnaires containing close ended questions were administered to respondents. This was done during days between 10am – 2:00pm. The researcher visited the selected schools and with the help of Headmasters and Headmistresses, the questionnaire be administered to the respondents. In order to maximize the rate of return, attempts made to distribute the questionnaire at convenient time for respondents. Moreover, a close follow up was made to obtain reliable data return.

3.9. Ethical consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by (Babbie, 2001).

Babbie (2001), advise that, researchers should ensure that, participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, I revealed the intentions of the study to the participants and sought informed consent for their participation. I verbally assured the participants of anonymity of their identities and confidentiality of the data I got from them. I also promised to assign them pseudonyms during the writing of the report. All the participants to be interviewed agreed before I commenced the research.

In addition, with regard to the ethical issue of confidentiality, I stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this study was to examine the factors affecting the retention of teachers at the Dwamena Akenten senior high school in the Offinso South Municipality. This chapter presents the data analysis and discusses the results obtained using Statistical Package for Social Sciences (SPSS).

4.1 Demographics of the Study

Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency (N)	Percentage (%)
Rank		
PS	**36**	**60.0**
AD 11	**19**	**31.7**
AD 1	**5**	**8.3**
Sex		
Male	46	76.7
Female	14	23.3
Age		
20-25	7	11.7
26-30	18	30.0
31 – 35	15	25.0
36-40	20	33.3
Marital Status		
Single	17	28.3
Married	39	65.0
Divorce	4	6.7
Working Experience		
1 – 5	11	18.3
6 – 10	13	21.7
11 – 15	12	20.0
16 – 20	12	20.0
21 – 25	6	10.0
26 – 30	3	5.0
31 year and above	3	5.0
Highest qualification		
Diploma	1	1.7
First Degree	44	73.3
Second Degree	60	25.0

N = 60

Table 4.1 presents the demographics of respondents used for the study. From the table, 46 respondents representing 76.7% were male whiles 14 respondents

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representing 23.3% were female. Furthermore, 36 respondents representing 60% were in the PS rank, 19 representing

Moreover, 20 respondents representing 33.3% had their ages between the 36-40 age range, 18 representing 30% were between 26-30, 15 representing 25% were within the 31-35 age range with only seven respondents representing 11.7% being within the 20-25 age range. That notwithstanding, 39 respondents representing 65% were married, 17 representing 28.3% were single with four respondents representing 6.7% being divorced. 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. Teachers are most likely to stay in their schools if they are between the ages of 30-50. Teachers under 30 are more likely to move schools within districts, move districts, or move to other states to teach. Younger teachers often still have preliminary credentials which allows them more flexibility within states as states often have their own standardized licensure and testing requirements that discourage teachers from moving.

With regards to the working experience of respondents, 13 representing 21.7% had 6-10 years of working experience, 12 each representing 20% had 11-15- and 16-20-years' experience, 11 representing 18.3% had 1-5 years working experience, six respondents representing 10% had 21-25 years working experience with three respondents each representing 5% having 26-30 years and over 31 years working experience. Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are steepest in teachers' initial years but continue to be significant as

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teachers reach the second, and often third, decades of their careers. The experiences of teachers in this regard was needed in ensuring that the justification of commitment and retention is met in the study.

Finally, 60 respondents representing 73.3% had Second Degrees, 44 representing 25% First Degrees whiles only one respondent representing 1.7% had Diploma. The educational qualifications of participants implied the respondents had the necessary prerequisites to provide adequate information needed for analysis of this study.

4.2 Intrinsic Factors and Teacher retention

Research on characteristics of teachers' motivation to teach has generally suggested that intrinsic factors are major reasons accounting for the decision to teach.

Table 4.2: Intrinsic Factors

Item	Intrinsic Factor	Levels of Agreement					
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean ± SD
	Nature of work						
1	I frequently experience unity in social life.	29(32.2)	40(44.4)	4(4.4)	12(13.3)	5(5.6)	3.88(.715)
2	My workload is sufficient.	9(15.0)	31(51.7)	10(16.7)	6(10.0)	4(6.7)	3.58(1.078)
3	I have sufficient time to perform house duties and obligations	9(15.0)	21(35.0)	15(25.0)	13(21.7)	2(3.3)	3.37(1.089)
4	I experience social harmony due to changing work schedules.	6(10.0)	23(38.3)	17(18.3)	11(18.3)	3(5.0)	3.30(1.046)
5	I frequently experience flexible work schedule.	9(15.0)	38(63.3)	10(16.7)	3(5.0)	-	2.98(1.200)
	Recognition						
1	I am respected by students in the school.	27(45.0)	27(45.5)	5(8.3)	1(1.7)	-	4.32(.770)
2	I am respected in my community by both teachers and students	23(38.3)	33(63.3)	4(6.7)	-	-	4.32(.596)
3	My work is recognized as a teacher	20(33.3)	38(63.3)	1(1.7)	1(1.7)	-	4.27(.660)
4	The school management shows the right amount of appreciation for what I do as a teacher.	3(5.0)	30(50.0)	13(21.7)	9(15.0)	5(8.3)	3.28(1.059)
5	My opinion is valued by the	4(6.7)	17(28.3)	22(36.7)	12(20.0)	5(8.3)	3.05(1.048)

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Headmistress.

	REWARD SCHEME						
1	involve in instilling discipline in students.	27(45.0)	32(53.3)	1(1.7)	-	-	4.43(.533)
2	I take proper care of teaching and learning materials.	29(48.3)	27(45.0)	4(6.7)	-	-	4.42(.619)
3	I am permitted to discipline students when they flout school rules and regulations.	12(20.0)	31(51.7)	13(21.7)	1(1.7)	3(5.0)	3.80(.953)
4	I get enough support from my colleagues when supervising students work.	5(8.3)	41(68.3)	7(11.7)	6(10.0)	1(1.7)	3.72(.825)
5	I get support from school management in my routine work.	-	29(48.3)	16(26.7)	10(16.7)	5(8.3)	3.15(.988)
	PROMOTION						
1	I experience effective social relations with teachers in the school	18(30.0)	38(63.3)	4(6.7)	-	-	4.23(.563)
2	I have the ability to conform to the group's norms and values.	20(22.7)	31(35.2)	8(9.1)	16(17.8)	13(14.8)	4.20(.659)
3	I experience desirable interpersonal relations with staff in	8(8.9)	40(44.4)	20(22.2)	13(14.4)	9(10.0)	4.17(493)
4	I mostly work with colleague teachers in the school	15(25.0)	41(68.3)	3(5.0)	1(1.7)	-	4.17(587)
5	I experience sufficient group cohesion in the school	7(11.7)	36(60.0)	12(20.0)	5(8.3)	-	3.75(.773)

Table 4.2 shows the effect of various intrinsic factors and their effect on teacher retention. The categories of extrinsic motivation factors shown in the table were work itself, recognition, reward scheme and promotion

4.2.1 Nature of work

From the table above, 29 respondents representing 32.2% strongly agreed that they frequently experience unity in social life, more than half of the respondents representing 44.4% agreed, 12 representing 13.3% disagreed, five representing 5.6% strongly disagreed whereas only 4 respondents representing 4.4% remained undecided (M=3.88); representing a general agreement that teachers experience unity in their social life.

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Thirty-one respondents representing 51.7% agreed that their workload is sufficient, nine representing 15% strongly agreed, 10 representing 16.7% remained neutral whereas 10 representing 16.7% either disagreed or strongly disagreed (M=3.58). Furthermore, exactly half of the respondents representing 50% strongly agreed or agreed that they have sufficient time to perform house duties and obligations, 15 representing 25% strongly disagreed or disagreed (M=3.37).

On the other hand, 29 respondents representing 48.3% strongly agreed or agreed that they experience social harmony due to changing work schedules, 14 representing 23.3% disagreed (M=3.3)

Finally, about 3/4th of the respondents representing 78.3% agreed that the frequently experience flexible work schedule, 10 representing 16.7% were neutral with only three representing 5% disagreed.

4.2.2 Recognition

More than 2/3rd representing 90% agreed that they are respected by students in the school (M=4.32), almost all respondents, 98.6% agreed that they are respected in their communities by both teachers and students (M=4.32), 58 representing 96.6% agreed that their work is recognized as teachers (M=4.27), 35 representing 55% agreed that the school management shows the right amount of appreciation for what they do (M=3.28) whereas 21 respondents representing 35.1% agreed that their opinions are value by the Headmistress (M=3.05). This implies that teachers were generally impressed with the level of recognition they receive.

4.2.3 Reward Scheme

Respondents generally agreed with the levels of reward schemes they received from the school. On a mean score of 4.43, 2/3rd of the respondents representing 98.3% agreed that they were involved in instilling discipline in students. Added to that 56 respondents representing 93.3% agreed that they take proper care of teaching and learning materials (M=4.42), 43 respondents representing 71.7% agreed that they are permitted to discipline students when they flout school rules and regulations, 49 representing 76.6% agreed that they get enough support from their colleagues (M=3.72) whiles 29 respondents representing 48.3% agreed that they get support from school management in routine work.

4.2.4 Promotion

With regards promotion as an intrinsic factor, 56 respondents representing 93.3% agreed that they experience effective social relations with teachers in the school (M=4.23), 51 representing 57.7% agreed that they have the ability to conform to the group's norms and values (M=4.20), 48 representing 53.3% agreed that the experience desirable interpersonal relations with staff (M=4.17), 56 respondents representing 93.3% agreed that they mostly work with colleague teachers in the school (M=4.17) with 43 respondents representing 71.7% agreeing that the experience sufficient group cohesion in the school.

Table 4.3: Correlation on Intrinsic Factors   **Correlations**

NO	INTRINSIC FACTORS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	I have sufficient time to perform house duties and obligations	1	.601**	.339**	.349**	.229	.223	-.121	.028	.079	.286*	.298*	.248	.137	.121	.174
2	I frequently experience flexible work schedule.		1	.333**	.348**	.153	.171	.124	.055	.268*	.113	.124	.065	.145	.245	.269*
3	I frequently experience unity in social life.			1	.222	.138	.438**	.089	.257*	.446**	.282*	.303*	.224	.264*	.241	-.028
4	My workload is sufficient.				1	.188	.060	-.014	.049	.103	.159	.061	-.064	-.181	.410**	.189
5	I experience social harmony due to changing work schedules.					1	.048	.381**	.419**	.008	.054	.223	.067	.146	.365**	.257*
6	I am respected by students in the school.						1	.221	.148	.664**	.331**	.537**	.528**	.226	-.041	.117
7	The school management shows the right amount of appreciation for what I do as a teacher.							1	.414**	.231	.060	-.002	-.041	.141	.412**	.365**
8	My opinion is valued by the Headmistress.								1	.191	.225	.150	-.039	.315*	.320*	.115
9	I am respected in my community by both teachers and students									1	.514**	.279*	.308*	.083	.148	.082
10	My work is recognised as a teacher										1	.263*	.196	-.075	.171	.203
11	I take proper care of teaching and learning materials.											1	.420**	.287*	-.187	.302*
12	involve in instilling discipline in students.												1	.240	-.222	-.063
13	I am permitted to discipline students when they flout school rules and regulations.													1	.176	-.052
14	I get support from school management in my routine work.														1	.219
15	I get enough support from my colleagues when supervising students work.															1

**. Correlation is significant at the 0.01 level (2-tailed).*. Correlation is significant at the 0.05 level (2-tailed).

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Table 4.3 shows the two-tailed spearman rank correlation of the various intrinsic factors and how they affect teacher retention. This was measured at significance level of $p < 0.01$. From the table, there was a positively strong relationship between teachers having sufficient time to perform house duties and obligations and they experiencing flexible work schedule (r=.601). There was a moderately strong relationship between teachers having sufficient time to perform house duties and obligations and experiencing unity in social life (r=.339) and also having sufficient workload (r=.449). Other moderately strong relationship existed between teachers having unity in social life and being respected by students (r=.438). Moreover, there was a moderately strong relationship between teachers experiencing social harmony due to change in work schedules and school management showing the right amount of appreciation for what teachers do (r=.381) and teachers having their opinions respected by the headmistress (r=.449) However, strong positive relationship existed between teachers being respected in their communities and they having respect from students and the community (r=.664). Furthermore, there existed strong positive relationship between teachers being respected by students and teachers instilling discipline (r=.537) and as well teachers taking care of teaching and learning materials (r=.528).

This shows that teachers who are respected by their students are likely to be respected by their communities; and is correlational to the level of discipline instilled in students by the teachers. Moreover, teachers who flexible work schedules are likely to perform sufficiently their house duties and obligations.

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Discussions on Intrinsic Factors

The analysis put together in the study suggested majority of the respondents believed that the they were satisfied with their levels of work. This in turn had an impact on teacher retention as shown in table 4.3 (r=.601); and agrees with the view of Ingersoll & Smith (2003) who stated that satisfaction with jobs and career choices were important to retain teachers. In other words, a good work schedule actually leads to retention (Marriner-Tonney, 2006).

Ingersoll and Smith (2003), Odell and Ferrano (2002) and Tye and O'Brien (2002) outline the significance of recognition in teacher retention and job satisfaction as teachers place value on recognition. Table 4.2 indicated majority of the teachers were satisfied with the recognition received. Table 4.3 however supported the relevance of recognition in teacher retention revealing that teachers who have recognition in the schools and communities are as well well-respected. Marzano (2003) likened reward schemes to empowerment whereas Ingersoll (2003) found that teachers need support to further their studies as that provides them with the opportunity for advancement. Majority of the respondents expressed their satisfaction with the reward schemes and the levels of promotion. This with respect to table 4.3 moderately affect teacher retention. This view is buttressed by Levine (2006) and Johnson & Donaldson (2005) who posited that education is an investment by the organisation in the provision of quality work and for retention of competent staff members.

4.3 Relationship between teachers` extrinsic motivation factors and teachers` retention.

Teachers are perceived to be the biggest asset for must society and community in the context of education. A motivated teacher can shape the future of a child

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because the first impact in early childhood students get from their teacher, so the
teacher should be motivated intrinsically and extrinsically.

Table 4.4: Extrinsic motivational factors and teacher retention

Item	Extrinsic Factor	Levels of Agreement					Mean ± SD
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	
	INTERPERSONAL RELATIONS						
1	I experience effective social relations with teachers in the school	18(30.0)	38(63.3)	4(6.7)	-	-	4.23(.563)
2	I have the ability to conform to the group's norms and values.	19(31.7)	35(58.3)	5(8.3)	1(1.7)	-	4.20(.659)
3	I experience desirable interpersonal relations with staff in	13(21.7)	44(73.3)	3(5.0)	-	-	4.17(.493)
4	I mostly work with colleague teachers in the school	15(25.0)	41(68.3)	3(5.0)	1(1.7)	-	4.17(.587)
5	I experience sufficient group cohesion in the school	7(11.7)	36(60.0)	12(20.0)	5(8.3)	-	3.75(.773)
	WORKING CONDITIONS						
1	I have a positive relationship with students	21(35.0)	38(63.3)	-	1(1.7)	-	4.32(.567)
2	I have access to school library for lesson preparation.	20(33.3)	31(51.7)	7(11.7)	2(3.3)	-	4.15(.755)
3	I mostly work in safety environment in the school	5(8.3)	29(48.3)	19(31.7)	5(8.3)	2(3.3)	3.50(.893)
4	There is free flow of communication in the school.	1(1.7)	16(26.7)	19(31.7)	17(28.3)	7(11.7)	2.78(1.027)
5	I have adequate teaching and learning materials.	2(3.3)	14(23.3)	14(23.3)	21(35.0)	9(15.0)	2.65(1.102)
	SUPERVISION						
1	My Head of Department supervises my scheme of work and lesson notes weekly.	27(45.0)	32(53.3)	1(1.7)	-	-	4.37(.802
2	My Headmistress always gives me feedback on my performance	3(5.0)	10(16.7)	24(40.0)	16(26.7)	6(10.0)	3.32(4.152)
3	I experience participative leadership style that boost my work morale.	5(8.3)	22(36.7)	19(31.7)	12(20.0)	2(3.3)	3.27(.989)
4	I get professional support from my Headmistress.	2(3.3)	13(21.7)	26(43.3)	13(21.7)	6(10.0)	2.87(.989)

Table 4.4 shows the effect of various extrinsic factors and their effect on teacher retention. The categories of extrinsic motivation factors shown in the table were interpersonal relations, working conditions, supervision.

4.4.1 Interpersonal Relations

From the table above, majority of the respondents representing 93.3% agreed that they experience effective social relations with teachers in the school (M=4.23), have the ability to conform to the group's norms and values (90%), experience desirable interpersonal relations with staff (95%), mostly work with colleague teachers in the school (93.3%), and experience sufficient group cohesion in the school (71.7%). This implies that teachers generally experienced good interpersonal relations in the school.

4.4.2 Working Conditions

With regards to the working conditions in the school, 98.3% of respondents agreed that a positive relationship with students, have access to the school library for lesson preparation (85%), and mostly work in safety environment in school (56.5%). However, respondents disagreed to the free flow of communication in the school (40%) and having adequate teaching and learning materials (30%).

4.4.3 Supervision

Supervision plays a major role in the day-to-day running of any institution. From the table above, 59 respondents representing 98.3% agreed that their head of departments supervise their scheme of work and lesson notes weekly and experience participative leadership style (45%). However, majority of the respondents, were

neutral to whether their headmistresses gives them feedback on their performance (40%) and getting professional support from their headmistresses (43.3%

Table 4.5: Correlation of Extrinsic factors

Extrinsic Factors Correlations

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	I experience effective social relations with teachers in the school	1													
2	I mostly work with colleague teachers in the school	.495**	1												
3	I experience sufficient group cohesion in the school	.253	.392**	1											
4	I have the ability to conform to the group's norms and values.	.237	.438**	.133	1										
5	I experience desirable interpersonal relations with staff in	.468**	.547**	.423**	.365**	1									
6	I mostly work in safety environment in the school	.202	.162	-.012	.029	-.039	1								
7	I have adequate teaching and learning materials.	.188	.380**	.075	.098	.234	.439**	1							
8	There is free flow of communication in the school.	.001	-.052	.294*	-.160	.006	.361**	.366**	1						
9	I have access to school library for lesson preparation.	.195	.363**	-.051	.382**	.114	.138	.023	-.045	1					
10	I have a positive relationship with students	.189	.195	.029	.191	.051	.285*	.072	.091	.362**	1				
11	My Head of Department supervises my scheme of work and lesson notes weekly.	.258*	.372**	.260*	.276*	.314*	.379**	.282*	.160	.188	.113	1			
12	My Headmistress always gives me feedback on my performance	-.271*	-.001	.115	-.055	.015	.158	.136	-.015	-.048	-.079	.005	1		
13	I get professional support from my Headmistress.	-.065	.216	.268*	-.010	.222	.232	.535**	.357**	-.064	-.075	.106	.318*	1	
14	I experience participative leadership style that boost my work morale.	.130	.272*	.266*	.177	.359**	-.058	.243	.392**	.263*	.058	.067	.008	.316*	

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 shows the two-tailed spearman rank correlation of the various extrinsic factors and how they affect teacher retention. This was measured at significance level of p<0.01. The table showed a strong relationship between teachers experiencing desirable interpersonal relations with staff and teachers who work with colleague teachers in the school (r=.547) There was however, moderately strong relationship between teachers who work with colleague teachers and teachers who experience effective social relations (r=.495); teachers who experience sufficient group cohesion and teachers who work with colleague teachers (r=.392); teachers who have the ability to conform to group norms and values and teachers who work with colleague teachers (r=.438); teachers who experience desirable interpersonal relations with staff and teachers who experience effective social relations (r=.468). Significantly moderate relationship were recorded between HOD supervision relationship with colleague teachers (r=.372) and desirable interpersonal relations (r=.372). Finally, there was a statistically significant relationship between getting professional support from headmistress and having adequate teaching and learning materials (r=.535).

Discussions on Extrinsic Factors

Majority of the respondents agreed the experienced good interpersonal relations in their schools as shown in table 4.5. According to Ingersoll (2001), interpersonal relations should be encouraged and if the environment is conducive, this could result in stronger intentions to stay in an organisation. He further stated that individuals, who strongly identify with their organisations, enjoy their work and have higher levels of job satisfaction (Ingersoll, 2001) than employees who fail to identify strongly with their employment institution. Table 4.5 clearly support this view with the findings from the correlation table stating a strong relationship between teachers

experiencing desirable interpersonal relations with staff and teachers who work with colleague teachers in the school.

Moreover, majority of the respondents agreed they had positive relationship with students, had access to school library for lesson preparation, and have safety in their work environment. It was identified in table 4.6 that having good working conditions actually have a positive relationship with teacher retention. This agreed with the view of Halford (2008) who stated that teachers with high level of stress experience virtually experience increase high turnover. Respondents' views on supervision as shown in table 4.5 agrees with the view of Halford (2008) who in his study found that teachers shortages, lower turnover rates and higher levels of job satisfaction was due to key organisational characteristics such as emphasis on participatory management and systematic communication between teachers and headmasters. This as indicated in table 4.5 moderately affected teacher retention.

4.5 Teacher Commitment

Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning.

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Table 4.6: Teacher Commitment

Item	TEACHER COMMITMENT	SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean $\pm$ SD
	Levels of Agreement						
	AFFECTIVE COMMITMENT						
1	I am proud to be in the teaching profession.	23(38.3)	28(46.7)	7(11.7)	1(1.7)	1(1.7)	4.18(.833)
2	I enjoy my job as a teacher	19(31.7)	35(58.3)	5(8.3)	1(1.7)	-	4.10(.817)
3	I feel a strong sense of belonging to the teaching profession.	16(26.7)	29(48.3)	13(21.7)	1(17)	1(17)	3.97(.843)
4	I am content with my position as a teacher.	17(28.3)	30(50.0)	6(10.0)	7(11.7)	-	3.95(.928)
5	I feel comfortable with my present level of responsibility in my job.	9(15.0)	26(43.3)	10(16.7)	9(15.0)	6(10.0)	3.38(1.209)
	CONTINUANCE COMMITMENT						
1	I am completely committed to my job.	19(31.7)	35(58.3)	6(10.0)	-	-	4.22(.613)
2	I would say that I am a conscientious teacher	16(26.7)	30(50.0)	13(21.7)	1(1.7)	-	4.02(.748)
3	It would be costly for me to change my profession now.	7(11.7)	21(35.0)	21(35.0)	6(10.0)	5(8.3)	3.32(1.081)
4	I feel that I have too few options to consider leaving the teaching profession.	2(3.3)	16(26.7)	19(31.7)	18(30.0)	5(8.3)	2.87(1.016)
5	It would be very difficult for me to leave the teaching profession	5(8.3)	12(20.0)	20(33.3)	16(26.7)	7(11.7)	2.87(1.127)
	NORMATIVE COMMITMENT						
1	I would not leave the teaching Profession right now because I have a sense of obligation to the people in it.	-	9(15.0)	10(16.7)	34(56.7)	7(11.7)	3.03(1.008)
2	I often think about leaving the teaching Profession	6(10.0)	9(15.0)	20(33.3)	21(35.0)	4(6.7)	2.87(1.081)
3	I do not feel any obligation to remain in the teaching Profession	1(1.7)	10(16.7)	25(41.7)	19(31.7)	5(8.3)	2.72(.904)
4	I do not feel strong sense of belonging to the teaching Profession	2(3.3)	13(21.7)	26(43.3)	13(21.7)	6(10.0)	2.35(.880)
5	I do not have prestige working as a teacher.	1(1.7)	9(15.0)	7(11.7)	36(60.0)	7(11.7)	2.35(.936)

Table 4.6 shows the effect of teacher commitment and their effect on teacher retention. The categories of extrinsic motivation factors shown in the table were affective commitment, continuance commitment.

4.6.1 Affective Commitment

From the table above, over 2/3rd of the respondents representing 85% agreed that they are proud to be in the teaching profession (M=4.18), 54 representing 90% agreed they enjoy their job as teachers (M=4.10), 45 representing 75% agreed that they feel a strong sense of belonging to the teaching profession (M=3.97), 47 representing 78.3% agreed that they were content with their positions as teachers (M=3.95), and 35 representing 58.3% agreed they feel comfortable with their present level of responsibility.

4.6.2 Continuance Commitment

From the table above 54 respondents representing 90% agreed that they are completely committed to their jobs, 46 representing 76.7% agreed they were conscientious teachers, 28 representing 46.7% agreed it would be costly for them to change their profession. However majority of the respondents were undecided on whether they have too few options to consider leaving the teaching profession (M=2.87) with 20 representing 33.3% remaining neutral on the fact that it would be very difficult for them to leave the teaching profession (M=2.87).

4.6.3 Normative Commitment

On Normative commitment, 41 respondents representing 68.4% disagreed that they would not leave the teaching profession right now, 25 representing 41.7%

disagreed that they often think about leaving the teaching profession, 25 representing 41.7% were undecided on whether they feel any obligation to remain in the teaching profession, 26 representing 43.3% were also undecided on whether they do not feel strong sense of belonging whiles 43 representing 71.7% disagreed that they do not have prestige working as teachers.

Table 4.7: Teacher commitment correlation

Teacher Commitment Correlations

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	I am proud to be in the teaching profession.	1	.582**	.719**	.367**	.612**	.047	.452**	.171	-.131	.185	-.222	-.311*	.134	-.279*	-.251
2	I am content with my position as a teacher.		1	.632**	.168	.323*	-.170	.198	.026	-.151	.123	-.098	-.057	.092	-.194	-.227
3	I enjoy my job as a teacher			1	.355**	.522**	-.113	.430**	.015	-.229	.136	-.168	-.234	.284*	-.335**	-.403**
4	I feel comfortable with my present level of responsibility in my job.				1	.545**	.087	.275*	.187	-.165	-.176	-.070	-.168	.212	-.181	.000
5	I feel a strong sense of belonging to the teaching profession.					1	.105	.604**	.299*	-.025	.162	-.124	-.451**	.380**	-.329*	-.327*
6	It would be costly for me to change my profession now.						1	.023	.605**	.394**	-.153	.059	-.065	.161	.090	.149
7	I am completely committed to my job.							1	.116	.020	.362**	-.071	-.211	.345**	-.223	-.237
8	It would be very difficult for me to leave the teaching profession								1	.458**	.043	.029	-.182	.108	-.084	.048
9	I feel that I have too few options to consider leaving the teaching profession.									1	.204	.290*	-.109	-.012	.406**	.337**
10	I would say that I am a conscientious teacher										1	-.093	-.375**	.044	-.202	-.215
11	I do not feel any obligation to remain in the teaching Profession											1	.186	-.008	.300*	.319*
12	I often think about leaving the teaching Profession												1	-.291*	.215	.157
13	I would not leave the teaching Profession right now because I have a sense of obligation to the people in it.													1	-.246	-.262*
14	do not have prestige working as a teacher.														1	.611**
15	I do not feel strong sense of belonging to the teaching Profession															1

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Discussions on Teacher Commitment

Table 4.7 shows the two-tailed spearman rank correlation of contentment and how they affect teacher retention. This was measured at significance level of p<0.01. There was a strong positive relationship between being proud to be in the teaching profession and being content (r=.582); enjoying their job as teachers (r=.719), feeling strong sense of belonging to the teaching profession (r=.612). There was also a strong relationship between teacher contentment and teachers enjoying their job as teachers (r=.632); job enjoyment and bearing cost for change of profession (r=.522). Moreover, there was a strong positive relationship between feeling comfortable the level of responsibility and feeling strong sense of belonging (r=.545); job commitment and sense of belonging (r=.604). Finally, there was a strong positive relationship between cost of changing profession and difficulty in leaving the profession (r=.605).

This implies that the cost of leaving the teaching profession hinders the chances of teachers leaving the profession. Contented teachers were likely going to be committed to their teachers and as well enjoy their jobs. According to Giroux (2010) when teachers are encouraged to participate in decision-making, and know where to access information, they experience higher levels of job satisfaction and might stay longer in their jobs. Marriner-Tomey (2006) threw more light on this view stating that a sense of belonging could develop if policies are applied consistently among employees. As stated in the tables above, there was a strong correlation between teachers feeling proud to be in the teaching profession, being content with their position, feeling comfortable, and feeling strong sense of belonging. Morrel (2005) however believes organisations establish reasons why employees leave a specific

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institution, and whether the specific person's resignation could be regarded as being avoidable or unavoidable.

4.4 Teacher Retention

The best way to retain new teachers is to provide a highly trained and effective support system.

Table 4.8: Teacher retention

Item	TEACHER RETENTION	Levels of Agreement					
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean $\pm$ SD
	Support from Administration						
1	I have a collegial atmosphere at school.	5(8.3)	33(55.0)	13(21.7)	9(15.0)	1(1.7)	3.57(.851)
2	There is strong collaboration and communication in the school environment	-	14(23.3)	21(35.0)	22(35.0)	3(5.0)	2.77(.871)
3	My Headmistress has empowered me to make decisions concerning my work.	2(3.3)	12(20.0)	20(33.3)	21(35.0)	5(8.3)	2.75(.985)
4	I get a lot of support from my Headmistress	1(1.7)	12(20.0)	21(35.0)	20(33.3)	6(10.0)	2.70(962)
	Collegial Work Environment						
1	My colleague teachers work with me for a common goal	8(13.3)	39(65.0)	7(17.7)	6(10.0)	-	3.82(.792)
2	My colleague teachers support me in teaching work in the school	7(11.7)	36(65.0)	12(20.0)	5(8.3)	-	3.75(.773)
3	I can count on my colleague teachers when I am in need	5(8.3)	31(51.7)	22(36.7)	1(1.7)	1(1.7)	3.63(.736)

**Self-efficacy (Teacher Morale*)*

1	I always encourage students to come to school early	24(40.0)	35(58.3)	1(1.7)	-	-	4.38(.524)
2	I always advise students when they make noise in class when there is no teacher.	24(40.0)	35(58.3)	1(1.7)	-	-	4.38(.524)
3	I always motivate students who show low interest in learning	15(25.0)	39(65.0)	4(6.7)	2(3.3)	-	4.12(.666)
4	I always counsel students about their choice of subjects	5(8.3)	37(61.7)	13(21.7)	5(8.3)	-	3.70(.743

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4.8.1 Statements Support from Administration

Table 4.8 shows the responses of respondents on teacher retention. From the table 38 representing 63.3% agreed that they have a collegial atmosphere at school (M=3.57), 35 representing 58.3% agreed that there is a strong collaboration and communication in the school environment, 26 representing 43.3% disagreed that their headmistresses empower them to make decisions concerning work (M=2.75) whiles 26 respondents 43.3% disagreed that they get a lot of support from their headmistress. This implies that teachers sparingly got statements of support from administration.

4.8.2 Collegial Work Environment

With respect to work environment 47 respondents representing 78.3% agreed that their colleague teachers work with them for a common goal, 43 representing 76.7% agreed that their colleague teachers support them in teaching at school whiles 36 respondents representing 60% agreed that they can count on their colleague teachers when in need.

4.8.2 Self-efficacy (Teacher Morale)

The morale of teachers was generally high as majority of the respondents agreed that they always encourage students to come to school (M=4.38), always advised students when they make noise in class (M=4.38), motivate students who show low interest in learning (M=4.12) and counsel students on their choices of subjects (3.70)

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Table 4.9: Teacher Retention correlation

TEACHER RETENTION CORRELATIONS

		1	2	3	4	5	6	7	8	9	10	11
1	I have a collegial atmosphere at school.	1										
2	My Headmistress has empowered me to make decisions concerning my work.	.293*	1									
3	There is strong collaboration and communication in the school environment	.319*	.662**	1								
4	I get a lot of support from my Headmistress	.253	.546**	.724**	1							
5	My colleague teachers support me in teaching work in the school	.219	.250	.264*	.331**	1						
6	My colleague teachers work with me for a common goal	.232	.353**	.355**	.216	.561**	1					
7	I can count on my colleague teachers when I am in need	.365**	.339**	.235	.177	.462**	.610**	1				
8	I always counsel students about their choice of subjects	.354**	.312*	.283*	.251	.693**	.452**	.508**	1			
9	I always motivate students who show low interest in learning	.300*	-.084	.019	-.024	-.239	-.152	-.153	-.202	1		
10	I always advise students when they make noise in class when there is no teacher.	.227	-.205	-.061	-.138	-.178	.050	.107	-.048	.453**	1	
11	I always encourage students to come to school early	.113	-.107	-.098	-.104	-.094	.050	.151	-.004	.258*	.815**	1

*. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.9 shows the correlation of various intrinsic and extrinsic factors and how they affect teacher retention. The table shows a strong positive relationship between having strong collaboration and communication in the school environment and being empowered by the headmistress to make decisions (r=.662); getting support from the headmistress and developing strong collaboration and communication (r=.546); getting support from the headmistress and being empowered to make decisions (r=.724); working for a common goal and having support from colleague teachers (r=.561); counting on colleagues and working with colleague teachers (r=.610).

Moreover, there was a strong positive relationship between counselling students on subject choices and getting support from colleague teachers (r=.693) and counting on colleague teachers (r=.508). This implies empowerment comes with collaboration and communication and as well ensures support from headmasters/headmistresses.

Morrell (2005) outlined that unhappy heads frequently project their unhappiness on their subordinates and contribute greatly to their morale. As stated in the table above, there was a strong relationship between teachers getting support from their headmistress and being empowered to make decisions (r=.724). Robbins (2006) buttressed this view stating that headmasters personal motivations are the most important factor affecting their staff commitments to duties and morale. There was also a strong relationship between teachers working for a common goal, having support from colleague teachers and counting on colleagues as revealed in the study of Freire (2005) who stated that factors such as supervision, working conditions, interpersonal relationships, organizational and administrative policies, supervision and salary easily influence teacher retention.

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Table 4.10: Summary correlation

Summarize of the mean of the motivation

No		1	2	3	4	5	6	7	8	9	10	11	12
1	Nature of work	1	.329*	.544**	.173	.544**	.173	.303*	.159	-.114	.330*	.158	.268*
2	Recognition		1	.547**	.200	.547**	.200	.245	.156	-.294*	.432**	.472**	.091
3	Responsibility			1	.270*	1.000**	.270*	.439**	.398**	-.318*	.433**	.446**	.135
4	Interpersonal				1	.270*	1.000**	.163	.030	-.004	.404**	.089	.046
5	Working conditions					1	.270*	.439**	.398**	-.318*	.433**	.446**	.135
6	Supervision						1	.163	.030	-.004	.404**	.089	.046
7	Affective							1	.133	-.312*	.125	.242	.150
8	Continuance								1	.037	.232	.185	-.174
9	Normative									1	-.047	-.174	.184
10	Support administration										1	.448**	-.058
11	Collegial work environment											1	-.088
12	Self-efficacy												1

*. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.9 shows the correlation of the summaries of motivational factors and how they affect teacher retention. The correlation was calculated at significant level of 0.005 (2-tailed). The table showed a strong positive relationship between nature of work and responsibility (r=.544) and as well working conditions (r=.544). There was also a strong positive correlation between recognition and responsibility (r=.547) and working conditions (r=.547). There was however a moderately strong positive relationship between recognition and support from administration (r=.432) and as well collegial work environment (r=.472).

Moreover, moderately strong correlation was recognised between responsibility and affective behaviours (r= .439) and support from administration (r=.472). That notwithstanding, moderate positive correlation was realised between working conditions and affective behaviours (r=.439), continuance (r=.398), support from administration (r=.433), and collegial work environment (r=.446). Moderately strong positive relationship existed between teachers receiving support from administration and collegial work environment. The discussions show a clear relationship between the working conditions of schools and the extent to which it affect their responsibilities and nature of work. Thus, the better the working conditions, the more likely teachers are to dissipate their responsibilities. Similar conclusions can be made of support from school administration and collegial work environment and continuance in the profession.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the factors affecting the retention of teachers at the Dwamena Akenten Senior High School in the Offinso South Municipality. Chapter five presents the summary of findings of the study, conclusion (achievement of objectives) and recommendations.

5.2 Summary of Findings

Employee Retention has become a key focus for human resource professionals. Companies and organizations are calculating (based on current cost per hire data) that hundreds of thousands of dollars can be saved annually by reducing employee turnover. This study perused the extrinsic and intrinsic factors that influence teacher retention.

According to objective one of this study, teachers had sufficient workload, experienced unity in social life, social harmony and experienced flexible work schedules. Teachers also had enough recognition from students and communities. They were involved in instilling discipline in students, took care of teaching and learning materials and had support from colleague teachers and as well experienced desirable interpersonal relations with colleague teachers. In short, intrinsic factors such as nature of work, recognition and responsibility had a significant impact on keeping teachers in their jobs.

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The second objective examined the relevance of extrinsic factors in keeping teachers to their jobs. The findings revealed that teachers experienced effective social relations, conformed to group norms and values and have strong cohesion.

They also had strong relationship with students, have access to school library for lesson preparation and mostly work in a safe school environment. There was however lack of adequate teaching and learning materials. Teachers' scheme of work and lesson notes were supervised by Head of Departments. Feedbacks were difficult to come by from Headmistress so teachers are not experiencing participative leadership from Headmistresses. That notwithstanding, teachers received somewhat little or no professional support from their Headmistress. The correlation between various factors revealed a strong relationship between teacher retention, Interpersonal relationships, working conditions and supervision.

According to Objective three, teachers were proud of the teaching profession, enjoyed being teachers and had strong sense of belonging. The expressed commitment to their jobs, felt they had options to other jobs and would be easily persuaded as it will not be difficult to leave the teaching job. In terms of the normative commitment of teachers, majority felt they could leave the teaching profession and often thought about it.

However, teachers were generally vulnerable to leaving the teaching profession as continuance, affective and normative commitment plays an important role in teacher retention.

Finally, teachers felt they were not empowered enough by the Headmistress to make decisions and had little support from the Headmistress even though they shared a collegial atmosphere. In spite of the above-mentioned factors, teachers always

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encouraged and advised students about their choice of subjects and motivated students who showed little interest in learning. The correlation table showed a strong correlation between support from administration and teacher retention.

5.3 Conclusion

The researcher draws the following conclusions from the findings of the study. It can be deduced from the findings that, most of the respondents are intrinsically motivated and had desires to be retained in their profession. This was shown in their responses to issues relating the nature of work, recognition and responsibility. Hence, there is the likelihood of teachers still engaging in the teaching profession due to the factors relating to the teaching profession itself, recognition promotion and reward scheme.

It can be deduced from the findings that, teachers were satisfied with most of the extrinsic motivating factors. However their general dissatisfaction which goes a long way to determine their retention related to supervision and the unavailability of professional support from their Headmistress. There was also the lack of teaching and learning materials to support teaching and learning.

Thirdly, teachers expressed affectively their commitment to the teaching profession but were likely going to leave their profession as they expressed their views on the normative and continuance commitment to the profession. Generally, teachers retention in their professions has direct bearing on their commitment to the profession.

Finally, the researcher recognises from the findings that teachers need empowerment to actively dissipate their roles as teachers in the schools. This

conclusion is drawn from the fact that even without the support from their Headmistresses, they provided the needed support for students in their studies.

5.4 Recommendations

The researcher makes the following recommendations from the study:

1. The Ghana Education Service should put in place policy statements binding school administration to render their unflinching support to teachers.

2. Adequate incentive packages should be worked out for teachers as they serve as good motivators.

3. Thirdly, supervision by the Ghana Education Service should be strengthened and Heads of second cycle institutions should do vigorous supervision to ensure that teachers are not participating in secondary employment during instructional hours.

4. Award schemes should be put in place to reward high performing teachers in schools. Areas such as teachers' performance, teachers' maintenance of students' discipline, attendance and achievement in school activities should be rewarded to serve as a motivation.

5.5 Areas for Further Research

This study was limited to teachers teaching in Dwamena Akenten Senior High School in the Offinso South Municipality. It is important that further studies is done to cover all the Senior High Schools in the Municipality.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR PROFESSIONAL

TEACHERS

Dear Respondent,

I am carrying out a study on the topic "Assessment of Factors Influencing Teachers Retention". It is against this background that you have been selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential.
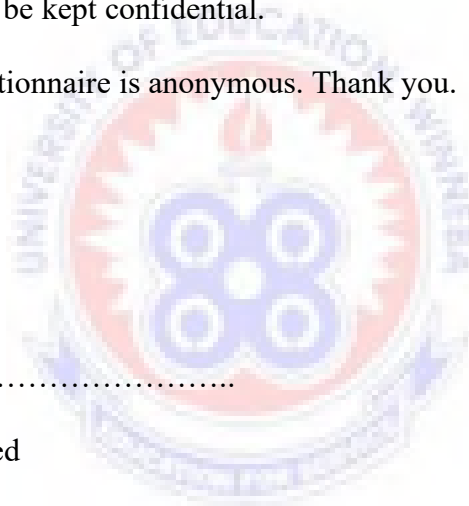
In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

…………………………………..

Asare Bediako Alfred

Researcher

SECTION A

RESPONDENTS' BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box.

A1. Rank of

Respondent……………………………………………………………………..

A2. Age range: 20 – 25yrs [   ]   26 – 30yrs [   ]   36 – 40yrs [   ]   41 – 45yrs above 45yrs [   ]

A3. Sex: Male [   ]   Female [   ]

A4. Marital Status: 1. Single [   ]   2. Married [   ]   3. Divorce [   ]   4.

Separated   [   ]

A5. Working Experience: 1 – 5yrs [   ]   6 – 10yrs [   ]   11 – 15yrs [   ]   16 – 20yrs [   ]   20 – 25yrs [   ]   26 – 30yrs [   ]   31yrs and above [   ]

A6. What is your highest level of education?

    Diploma [   ]   First Degree [   ]   Second Degree [   ] Others(Please Specify)

…………………………………………………………………………………...

A7. Do you occupy any position? Yes [   ] No [   ]

A8. If you indicated `yes' to question A7, please indicate the position you occupy in your school

…………………………………………………………………………………..

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SECTION B

INTRINSIC FACTORS QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree and 5=Strongly Agree) as sincerely as possible

Statements Nature of work	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have sufficient time to perform house duties and obligations.					
2. I frequently experience flexible work schedule.					
3. I frequently experience unity in social life.					
4. My workload is sufficient.					
5. I experience social harmony due to changing work schedules.					
Recognition					
1. I am respected by students in the school.					
2. The school management shows the right amount of appreciation for what I do as a teacher.					
3. My opinion is valued by the Headmistress.					
4. I am respected in my community by both teachers and students.					
5. My work is recognised as a teacher.					

Responsibility					
1. I take proper care of teaching and learning materials.					
2. I involve in instilling discipline in students.					
3. I am permitted to discipline students when they flout school rules and regulations.					
4. I get support from school management in my routine work.					
5. I get enough support from my colleagues when supervising students work.					

SECTION C

EXTRINSIC FACTORS QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree and 5=Strongly Agree) as sincerely as possible.

Statements Interpersonal Relations	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I experience effective social relations with teachers in the school					
2. I mostly work with colleague teachers in the					
3. I experience sufficient group cohesion in the school.					
4. I have the ability to conform to the group's norms and					
5. I experience desirable interpersonal relations with staff in the school.					
Working Conditions					
1. I mostly work in safety environment in the school.					
2. I have adequate teaching and learning materials.					
3. There is free flow of communication in the school.					
4. I have access to school library for lesson preparation.					
5. I have a positive relationship with students.					

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Supervision					
1. My Head of Department supervises my scheme of work and lesson notes weekly.					
2. My Headmistress always givesme feedback on my					
3. I get professional support from my Headmistress.					
4. I experience participative leadership style that boost my					

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SECTION D

TEACHER COMMITMENT QUESTIONNAIRE

*Instructions***:** For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree and 5=Strongly Agree) as sincerely as possible.

Agree and 5=Strongly Agree) as sincerely as possible.

Statements Affective Commitment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am proud to be in the teaching profession.					
2. I am content with my position as a teacher.					
3. I enjoy my job as a teacher.					
4.I feel comfortable with my present level of responsibility in my job.					
5.I feel a strong sense of belonging to the teaching profession.					
Continuance Commitment					
1. It would be costly for me to change my profession now.					
2. I am completely committed to my job.					
3. It would be very difficult for me to leave the teaching profession.					

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4. I feel that I have too few options to consider leaving the teaching profession.					
5. I would say that I am a conscientious teacher.					
Normative Commitment					
1. I do not feel any obligation to remain in the teaching Profession.					
2. I often think about leaving the teaching Profession.					
3. I would not leave the teaching Profession right now because I have a sense of obligation to the people in it.					
4. I do not have prestige working as a teacher.					
5. I do not feel strong sense of belonging to the teaching Profession.					

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SECTION E

TEACHER RETENTION QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree and 5=Strongly Agree) as sincerely as possible.

Statements Support from	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Ihave a collegial atmosphere at school.					
2. MyHeadmistress hasempowered me to make decisions concerning my					
3. There is strong collaboration and communication in the school					
4. I get a lot of support from my Headmistress.					
Collegial Work Environment					
1. My colleague teachers support me in teaching work					
2 .My colleague teachers work with me for a common goal.					
3. My colleague teachers are empathetic to me.					

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4.I can count on my colleague teachers when I am in need.					
Self-efficacy (Teacher Morale*)*					
1. I always counsel students about their choice of subjects.					
2. I always motivate students who show low interest in					
3.I always advise students when they make noise in class when there is no teacher.					
4.I always encourage students to come to school					

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