

# Employers Can Only Retain Satisfied Employees: Insight Data Echoed from Northern Ghana

Ibrahim Alhassan<sup>1</sup>, Abdul Kahar Abukari<sup>2</sup>

<sup>1</sup>Human Resource Planning and Research Unit, University for Development Studies, Tamale, Ghana.

<sup>2</sup>Human Resource Department, University for Development Studies, Tamale, Ghana.

---

## Abstract:

**Background:** The demand for skilled labour and the professionalization of the occupational structure of teachers in general, have created a dilemma for employers and school authorities in retaining their competent and experienced staff and meeting their job needs. This paper examines the relationship between employees' Job Satisfaction (JS) and Turnover Intention (ToI) in the Tamale Metropolis of the Northern Region of Ghana.

**Materials and Methods:** Valid data were obtained from a cross-sectional survey involving 116 teachers. Regression analysis was employed to determine the relationship proposed in the study.

**Results:** The results show a significant but inverse relationship between the JS of teachers and their ToI in the Metropolis. Empirically, the study extends our understanding of the constructs discussed.

**Conclusion:** Our study concludes that the JS of teachers in the Tamale Metropolis is negatively related to their intention to quit their job. Therefore, based on our conclusion, we proffered some managerial implications, and because there were some contextual limitations, directions for future studies are also proposed.

**Key Words:** Employee, Job Satisfaction, Turnover Intention.

---

Date of Submission: 26-03-2023

Date of Acceptance: 08-04-2023

---

## I. Introduction

Throughout history, jobs have been an essential part of human endeavour. Thus, an individual's choice of a job can inform his or her worldview and add meaning to his or her existence. Conversely, a poorly selected job can lead to mediocrity and a low standard of living. Without a doubt, teachers are the most priceless asset in building a nation's educational and literacy base. The demand for skilled labour and the professionalization of the occupational structure of teachers, in general, have created a dilemma for employers and school authorities in retaining their competent and experienced staff and meeting their job needs. This is critical, especially at a time of alarming attrition of teachers in Ghana and the growing global concern for the public sector to retain their experienced staff (Wright & Davis, 2003; Cobbold, 2015; Sottie, 2019).

The Job Satisfaction (JS) of employees has been empirically proven to be a significant predictor of their Turnover Intention (ToI) by a large body of scholarship in various professions and cultural diversities (Ali, 2008; Aydogdu & Asikgil, 2011; Finster, 2013; Chen et al., 2014; Reukauf, 2018; Ekabu, 2019). At a minimum, a study on teachers' JS and their ToI will provide an important diagnostic assessment of their willingness to quit or remain in their current profession in the Tamale Metropolis of the Northern Region of Ghana. Again, the findings of this study will provide important feedback to employers and policymakers alike, about teachers' cognitive evaluation of their job and job situations; which will be useful, at least, for planning purposes.

It can also serve as a criterion for improving the status quo, in terms of corporate behaviour and culture regarding teachers' working conditions at the GES. This is boldly mentioned because teachers' JS and their ToI have been a topic of great concern for employers and stakeholders in the PES in Ghana (GNAT & TEWU, 2009; Sottie, 2019). Conspicuously, this points to a potential interaction between teachers' JS and ToI. In other words, do satisfied employees have a lower or zero ToI?

As academically invoking as this question may seem, the interaction between the two constructs (JS, and ToI) has not been adequately explored; particularly, in the Ghanaian research landscape. Thus, the main objective of this study is to examine the relationship between the JS of teachers and their ToI. The specific objectives are to:

- a. determine the level of teachers' satisfaction with their teaching job in the Metropolis.
  - b. determine whether or not teachers in the Metropolis have some level of intention to quit their job.
  - c. established whether or not the JS of teachers has an impact on their intention to quit the teaching job
-

in the Metropolis.

## II. Literature Review

### Job Satisfaction

Employees' JS has been widely studied by scholars across diverse disciplines. To a large extent, it is the most widely studied construct in the field of industrial and organizational psychology. This is evidenced by the volume of scholarly works on the construct since the mid-1970s (Spector, 1985; Macdonald & MacIntyre, 1997). The term JS is not a recent parlance in Human Resource Management (HRM) practice. It was initially propagated by Robert Hoppock (1935). According to Hoppock in his book titled "Job Satisfaction", the term, JS refers to any combination of psychological, physiological, and environmental circumstances that causes a person to sincerely say, "I am satisfied with my job." This definition suggests that employee JS measures the extent to which an individual employee is happy with his or her job or job situations, and how that translates into achieving desired job values and personal goals. In view of this, JS can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship, absenteeism, and intention to quit. JS is the pleasurable emotional state that results from the achievement of job values (Cronley & Kim, 2017). It represents an interaction between an employee and his or her job or job environment by gauging the (mis)match between wants and expectations from the job, and what the employee feels (s)he has received (Wright & Davis, 2003), of which (s)he expects to promote his/her happiness in life and to support him/her to function as a social being. In general, employees are said to be satisfied with their jobs when there is a pleasant outcome between the value expectations of their job and the existing job realities.

One of the main preambles for the study of JS was the Hawthorne studies. These studies (1924-1933), credited primarily to Elton Mayo of Harvard Business School, sought to find the effects of various conditions (mainly recognition and/or observation) on worker productivity other than wages. These studies ultimately showed that innovative changes in work situations temporarily increase employee productivity (called the Hawthorne effect).

It was later discovered that the increase in productivity did not result from the new conditions but rather from the knowledge of being observed. This finding provided solid evidence that people work not only for monetary reward but for other purposes. This new thinking paved the way for researchers to carry out investigations into other factors that influence employees' JS. Therefore, it is safe to say that other factors determine the JS of employees in addition to payment. However, scholars in the JS literature are divergent in their views when discussing these factors. This is typified by the fact that different pundits in the people management fraternity, both past and present, have carved out different but competitive theories to explain motivation in the workplace and how one can influence the JS of employees.

Prominent among these experts include Abraham H. Maslow of the hierarchy of needs theory, Frederick Herzberg of the hygiene theory or two-factor theory, McClelland of the theory of needs fame, Victor Vroom of the theory of expectancy, Douglas McGregor of theory X and theory Y, and Equity Theory credited to Stacy Adam. These theories are generally classified into enthusiastic behaviour, hygiene factors, managerial responsibility, and workplace theories; and all have a common purpose of motivating and influencing employees' JS; to reduce employee ToI.

### Turnover Intention

Like JS, ToI has been part of discussions in HRM literature since the early 1920s. It is reported by Peter et al. (2017) that the first empirical turnover study was published by Bill (1925). In his study, Bill (1925) showed that clerical workers more often quit their jobs if their parents were professionals or small business owners than those whose parents worked in unskilled or semi-skilled jobs (Peter et al., 2017). To date, ToI has become a relevant construct in industrial and organisational management studies that, over the years, has enjoyed volumes of discourse in literature and hours of discussions in HRM workshops and conferences globally. Perhaps the reason for this increased scholarship effort directed towards the study of the construct is due to the fact that no organisation is interested in losing its experienced and competent employees. The concept (ToI) has also assumed a relevant place in the very complex modern occupational environment, perhaps because of its direct link to actual turnover and its associated cost to organisations (Finster, 2013). Employee ToI can be defined as the likelihood of an employee leaving the current job, he/she is doing (Chittipa, Phattarapon, & Kijboonchoo, 2012).

In other words, it is simply the innate plan of employees to voluntarily leave their organisations. Employee turnover has significant costs and negative consequences for any for-profit organisation, and therefore, as reiterated earlier, ToI is important to organisations and their leaders because of the costly nature of recruiting, hiring, and training new employees (Cho & Lewis, 2012).

Multiple factors have been cited in the literature as being the drivers of employees' ToI. For example, Quan and Cha (2010) reported that past turnover behaviour is a strong predictor of future ToIs, and that age,

education, work experience, salary, past turnover behaviour, and work hours are functional in the ToI formulation. Furthermore, whilst investigating the determinants of ToI among employees, the findings of Arshad and Puteh (2015) revealed that only two factors, namely, available work alternatives and work-life balance, have a significant impact on ToI among employees. However, Pienaar, Sieberhagen, and Mostert (2007) cast a different opinion, by indicating that the most significant predictor of ToI is JS.

### **Relationship between Job Satisfaction and Turnover Intention**

Although several factors have been cited, as earlier on indicated, as factors that encourage an employee to leave his/her present job, JS is the most frequently cited as a significant predictor of an employee's intention to quit or keep his/her job; suggesting that an employee will stay with his/her present job if (s)he is satisfied with it, or, an employee will form an intention to quit or quits his/her current job if (s)he is not satisfied with the job. Findings of several studies (e.g. Tian-Foreman, 2009; Pienaar, et al., 2007; Cherng & Chieh- Peng, 2006; Prasadini & Gamage, 2013; Nazim & Qadar, 2008) have favoured this view. The literature has considerable documented evidence that strongly supports the existence of a relationship between JS and ToI, the former being a significant predictor of – and varying inversely as – the latter.

### **Relationship between Job Satisfaction and Turnover Intentions of Teachers**

There have been volumes of documented empirical literature on the relationship between teachers' JS and their ToI at various educational levels in many different cultural contexts. For example, Finster (2013) found a significant and negative relationship between the JS and ToI of teachers in the United States of America, which further predicted their actual turnover. Among private-sector college teachers in Pakistan, Ali (2008) found a significant association between JS and ToI. This agrees with Mburu's (2015) findings that indicate that teachers who are dissatisfied with their jobs plan to quit. This view has also found acceptance in the research effort of Nazim and Qadar (2008) whose findings indicated that teachers' JS (satisfaction with payment, promotion, and security) was found to have a strong but negative relationship with their ToI.

At the local level, similar findings have been reported by Appiah-Agyekum, Suapim, & Pephrah, (2013) in the Kumasi Metropolis of the Ashanti Region of Ghana, and Agomah, (2016) in the Bolgatanga Municipality of the Upper East Region of Ghana, where a negative relationship was found between teachers' JS and their ToI. Furthermore, in their study to investigate the influence of motivation and JS on teachers' intention to quit their job in public senior high schools in the Tamale Metropolis, Kosi et al. (2015) reported that JS made a negative contribution to the intention to quit. Thus, the study states its first hypothesis as:

H1: There would be a significant but inverse relationship between the JS and ToI of teachers in the Tamale Metropolis.

## **III. Material And Methods**

### **Study Setting and Sample**

Twenty-one public sector basic schools in the Tamale Metropolis were conveniently selected to participate in the study. The study selected teachers from only public schools because the researchers think that the findings of the study will be beneficial to the government with respect to the management of teachers' professional and academic advancements. Besides, the study was conducted at a time when there was much discussion on the decline of the education system in Ghana.

In total, 150 copies of a questionnaire were distributed to professional and non-professional teachers of the selected schools. A sample of 150 was considered sufficient to elicit the needed responses from the participants, especially given the objectives of the study. A sufficient sample size is the minimum number of participants required to identify a statistically significant difference if one truly exists (Burmeister & Aitken).

Besides, Ali (2010), citing the work of Davies, Williams, and Yanchar (2004), suggested that the researcher should decide on an appropriate size for the sample depending on the research topic, population, aim of the research, analysis techniques, sample size in similar research, and the number of subgroups in the sample. Questionnaires were used – but not other data collection tools such as interviews, observation, and so on, because of the objectives of the study as well as the approach adopted by the study.

Professional teachers are the category of teachers who have received a certificate of recognition as qualified to teach. Non-professional teachers, or “pupil teachers”, as they are generally known in Ghana, are not professionally trained, but have been engaged by the GES, either temporarily or permanently, to provide teaching services. Non-professional teachers were also considered for the study.

**Instruments and Reliability**

Ho and Au (2006) developed the Teaching Satisfaction Scale (TSS), which was developed to specifically measure the JS of teachers in diverse sectors and was adopted to measure the JS of teachers. Even though there are other JS tools such as the one conceptualized by TALIS (2018) with subscales as “Teachers' job satisfaction with work environment” (JSENV), “Teachers' job satisfaction with their profession” (JSPRO), and teachers’ “job satisfaction with target class autonomy” (JSTCA). Ho and Au (2006) concluded that TSS captures almost all the facets of the Teacher JS and, therefore, was adopted for the study. The scale, which measures five different aspects of the JS construct, contains five items, with sample questions such as; 1. My conditions of being a teacher are excellent. 2. In most ways, being a teacher is close to my ideal. The TSS recorded an Alpha Correlation Coefficient (ACC) of .77.

Reliability was also conducted to assess the scale’s internal consistency and an ACC of .79 was achieved, which is an acceptable degree of reliability (Fraenkel & Wallen, 2006). The questions were answered on a five-point Likert scale, with anchors of 1. Strongly disagree with 5. Strongly agree.

There are several scales developed from different models to explain teachers’ ToI. Prominent among them include Job Resources-Demands (JD-R) and psychological capital’ (personal resources), which include facets such as efficacy, optimism, hope and resiliency that may act as a buffer between contextual demands and turnover intention (Bothma & Roodt, 2013).

However, a five-item ToI scale developed by Wayne, Shore, & Liden (1997) was adopted to measure the ToI of teachers in this study. The scale is an extended version of the ToI instrument by Landau & Hammer, (1986), with the inclusion of specific timelines on employees’ intention to leave their organisations, making it preferable over other scales. The instrument has an ACC of .89 and has been used by researchers such as Villanueva & Djurkovic, (2009). In this current effort, reliability was estimated at  $\alpha = .72$ . The items of the questionnaire were modified for reasons of clarity and to adapt to the context of our study. Teachers answered questions on a seven-point Likert scale, with anchors ranging from “1. Strongly Disagree to 7. Strongly Agree.”

**Data Collection and Analysis**

The study was cross-sectional in nature. Cross-sectional studies, also known as a one-shot or status studies, are the most commonly used design in the social sciences. This design is best suited to studies aimed at investigating the prevalence of a phenomenon, situation, problem, attitude, or issue by taking a cross-section of the population. They are useful in obtaining an overall “picture” as it stands at the time of the study (Kumar, 2011). Of the 150 participants whose consent was sought and administered with 150 questionnaires, 116 of the questionnaires were returned usable, representing a response rate of 79%.

The number of respondents and the percentage score for each item in the questionnaire were computed, as well as the overall mean score for both JS and the ToI scales. Statistical Package for Social Sciences (SPSS) version 21.0 for Windows was used to analyse the valid data collected. Model diagnostic tests (normality, linearity and test of independence) were performed to attach credibility to the results.

**IV. Result**

The demographic characteristics of the participants were analysed but because the results of the analysis do not contribute to the achievement of the objectives of this study, we decided not to report it. Therefore, we started by presenting the mean scores of teachers' JS items (Table 1).

**Table no 1: Percentages and Mean Scores of Teachers’ Job Satisfaction Items**

Item	SD %	DA %	SWA%	A%	SA%	Mean	SD
In most ways being a teacher is close to my ideal	12 (10.3)	14 (12.1)	7(6.0)	59(50.9)	24(20.7)	3.6	1.2
My conditions of being a teacher are excellent	28(24.1)	32(27.6)	12(10.3)	30(25.9)	14(12.1)	2.7	1.4
I am satisfied with being a teacher	22(19.0)	25(21.6)	6(5.2)	45(38.8)	18(15.5)	3.1	1.4
So far, I have gotten the important things I want to be as a teacher	11(11.2)	34(29.3)	18(15.5)	36(31.0)	15(12.9)	3.1	1.3
If I could choose my career again, I will change almost nothing	34(29.3)	20(17.2)	12(10.3)	25(21.6)	25(21.)	2.9	1.6
<b>Overall Mean</b>						<b>3.1</b>	<b>1.1</b>

*Note: SD=Strongly Disagree, DA=Disagree, SWA= Some What Agree, A=Agree, SA=Strongly Agree.*

*Source: Field Survey (2020)*

Table 1 presents percentages and mean scores of items of teachers' JS in the Tamale Metropolis. Of the 116 respondents 83 (59 + 24) of them, representing 71% agree that the teaching profession is close to their ideal job, whilst 26 (12 + 14) of them representing 22.4% disagreed. A few (6%) of the teachers were undecided. When the respondents were asked to indicate their evaluation of the item "my condition of being a teacher is excellent", 44(30+14) representing 38% responded in the affirmative, whilst 12 (10.3%) respondents were undecided, with 60 (32 + 28) or 51.7% disagreeing. Regarding the statement "I am satisfied with being a teacher" 47 of the respondents (40%) agreed, whilst 63 (54.3%) disagreed. The rest (6 or 5.2%) were undecided. Again, 45 (11+34) of the respondents representing 40.5% disagreed with the claim that "they have gotten the most important things they want as teachers", whilst 51(44.8%) of the respondents agreed, 18 (5.5%) of them were undecided. Finally, 50 (43.2%) respondents accepted the statement "If I could choose my career again, I will change almost nothing", whilst 54 (46.5%) respondents disagreed, and 12 (10.3%) of them were not sure. The overall mean score of teachers' JS is M= 3.1, SD=1.1

**Table no 2: Percentages and Mean Scores of Teachers' Turnover Intention Items**

Items	SD	MD	SLD	UD	SLA	MA	SA	Mean	SD
As soon as I can find a better job, I will leave GES	12(10.3)	7(6.0)	3(2.6)	9(7.8)	10(8.6)	22(19.0)	53(45.7)	5.4	2.1
I am actively looking for a job outside GES	17(14.7)	20(17.2)	6(2)	18(15.5)	11(9.5)	24(20.7)	20(17.2)	4.2	2.1
I am seriously thinking of quitting my job	33(28.4)	33(28.4)	4(3.4)	20(17.2)	6(5.2)	6(5.2)	14(12.1)	3.1	2.1
I often think of quitting my job at GES	38(32.8)	20(17.2)	23(19.8)	9(7.8)	13(11.2)	7(6.0)	5(4.3)	2.8	1.8
I think I would be working in GES in the next five years.	5(4.3)	6(5.2)	3(4.3)	24(20.7)	22(19.0)	25(21.6)	30(25.9)	2.9	1.7
<b>Overall Mean</b>								<b>3.7</b>	<b>1.4</b>

*Note: SD=Strongly Disagree, MD=Moderately Disagree, SL=Slightly Disagree, UD=Undecided, SLA=Slightly Agree, MA=Moderately Agree, SA=Strongly Agree.*

*Source: Field Survey (2020)*

Table 2 presents the results of the teachers' ToI in the Tamale Metropolis. In the table, it can be seen that the majority (73.3%) of respondents agreed with the statement that "As soon as I can find a better job, I will leave GES". Whilst 18.9% disagreed, a few (7.8%) of them were undecided. Similarly, 32.1% of respondents disagreed when asked the statement "I am actively looking for a job outside GES". Whereas 15.5% of them were unsure what to say in response to that statement, almost half (47.4%) responded in the affirmative. On the item "I am seriously considering quitting my job", 70 (60.2%) respondents disagreed. Some (22.5%) responded in the affirmative, whilst the rest (17.2%) were unsure what to say.

Again, 81(69.8%) of the respondents disagreed with the statement "I often think of quitting my job at GES", 25(21.5%) agreed, and 9 (7.8%) were undecided. On the statement "I think I will be working in GES in the next five years", more than half (66.5%) of the respondents agreed, 14(13.8%) disagreed, whilst 24(20.7%) were undecided. The overall mean score of teachers' ToI is presented as M= 3.7, SD=1.4.

**Results of Multiple Regression model**

**Table no 4: Model summary**

R	R-Sq	MSE	F	df1	df2
.5314	.2824	1.4960	14.6892	3.0	112.0

**Table no 5: Model 1**

	Coeff.	Se	t	P
Constant	3.6948	.1153	32.0421	.0000
JS	-.6937	.1057	-6.5649	.0000
Int_1	-.2726	.1790	-1.5223	.1307

*Note: JS=Job Satisfaction, Source: Field Survey (2020)*

The results of the multiple regression analysis indicate a significant model  $F(3, 112) = 14.689, p < .0001, R^2 = .284$  (Table 4). This means approximately 28% of the variability in teachers' ToI is explained by their JS. The result of the JS and ToI relationship ( $X*Y$ ) is presented as:  $b = -.6948, SE = .1057, p = .0001$  (Table 5). Thus, there is a significant effect of JS (X) on ToI (Y). This means a one-unit percentage increase in teachers' JS will result in a 69% decrease in their intention to quit.

### V. Discussion

The main objective of the study was to examine teachers' JS and their ToI relationship. Among others, the study seeks to provide an important diagnostic assessment of the willingness of teachers in the Tamale Metropolis of the Northern Region of Ghana to quit or stay in their current profession. On the teachers' JS, it was observed that the majority (71%) of the teachers in the Metropolis agreed that the teaching profession matches their life ideals and expectations, whilst 22% disagreed. Although the respondents' assessments of their conditions as teachers were unspecified and discretionary, about half (51%) of them believed that their general conditions of service as teachers were not excellent, whilst 38% held the opposite view.

Contrary to the researchers' expectations, the majority (54%) of teachers said they were satisfied with their job as teachers, whilst 47% held a contrary opinion. Similarly, 44.8% of teachers in Metropolis agreed to have achieved the most important thing they wanted to be as teachers and 45% disagreed. Whilst 43.2% of the teachers will choose to still be in the teaching profession if given the opportunity to change professions, 46.5% of them said they will change professions as teachers. The findings, in general, revealed that the teachers in the Metropolis are moderately satisfied with their jobs, as the overall score ( $M=3.1, SD=1.1$ ) marginally exceeded the average. Perhaps, the reason for this finding is the fact that the teaching profession allows teachers some time to engage in other income-generating activities supplements supplement their earnings from the teaching job.

Teacher satisfaction is measured by the result of the discrepancy between what teachers want from the job and the current job offer. The findings suggest that there is a positive outcome between the job expectations of teachers in the Metropolis, and their current job conditions, or realities. This finding lends credence to other findings (Chen, et al., 2014; Aydogdu & Asikgil, 2011; Mburu, 2015) where teachers are found to be satisfied with their jobs to varying degrees.

As for the intention of teachers to leave the GES, the findings indicate that the majority (73%) of teachers in the metropolis will leave the GES as soon as they find a better job, while 43% will not leave the GES even when presented with a better job.. Again, it is said that about 47.4% of teachers in the Metropolis are looking for a job outside of GES, compared to 45% who are willing to stay with GES. More than half (60.2%) of the teachers in the metropolis have reported that they are not seriously considering quitting GES, and 22.5% are seriously considering quitting. This is consistent with the finding that 69.8% of teachers in the metropolis do not often think about leaving GES, whilst 21.1% often think about leaving. These findings fit well with those of other researchers (Nick, Marcela, Marc, & Danaher, 2019; Sergio, Martín, & Natalio, 2020), whose works found teachers not wanting to quit their profession under the influence of certain incentives such as the working environment, relationships with peers, and time available in the teaching professional to engage in other worthwhile activities that are meant to enhance the teachers' lives.

Responding to items regarding timelines within which teachers are intended to leave GES in the Metropolis, the findings indicate that most (66.5%) teachers in the Metropolis hope to work with GES for a couple of years, whilst a few (13.8%) of them are considering leaving GES. Some (20.7%) of them were not sure whether to leave or stay with GES at the time of this study. The study, in general, found a low level of ToI among teachers in the metropolis, as the overall mean ( $M= 3.7, SD =1.4$ ) is below the average. This finding is consistent with

many other studies (Ali, 2008; Chen, et al., 2014; Aydogdu & Asikgil, 2011; Mburu 2015) that found that employees who are satisfied with their jobs are less likely to form intention to quit their jobs.

It was also found that the JS of the teachers was significant but negatively related to their ToI in the Metropolis, given the effect size ( $b = -.6948$ ,  $p < .0001$ ), hence we do not reject the H1. This means that a one-unit percentage increase in the JS of teachers in the metropolis will result in a decrease of approximately 69% in their intention to leave the GES, given the magnitude of the coefficient ( $b$ ).

This finding confirms the research efforts of Aydogdu & Asikgil (2011), and Mburu (2015), as well as the normal work expectation that rational and “straight-thinking” employees will keep their jobs that yield maximum satisfaction and, therefore, will not give up or form an intention to quit their job.

## **VI. Conclusion and Policy Implication**

The main objective of the study was to examine teachers’ JS and their ToI relationship in the Tamale Metropolis in Northern Ghana. The findings revealed that teachers in the Metropolis were moderately satisfied with their jobs and had low levels of intention to quit. The study found a significant but negative relationship between teachers’ JS and their intention to leave GES.

The study provides a counter-opinion to the public assertion that teachers in urban areas are not satisfied with their jobs, and have a high tendency to quit their jobs. The study also provides practical implications on personnel stability at the basic school level in the Metropolis, as organisations with satisfied employees and low levels of ToI are likely to experience stable personnel and a strong human resource base for improved productivity. However, what is important to note is that further efforts in terms of policy reforms by the GES and other stakeholders to improve the general working conditions of teachers in the Metropolis are highly recommended to increase employee satisfaction in the teaching profession.

This study has several limitations that should be addressed in future lines of research. First, the study was limited to basic school teachers in an urban area (the Tamale Metropolis) and may not reflect the views of teachers in rural Ghana. Future studies should, therefore, be directed to teachers at the higher education level, as well as to teachers in rural Ghana. Secondly, the study was purely quantitative, so a mixed or qualitative method is recommended in future studies for a better understanding of the subject.

## **References**

- [1]. Abdul Rahman, S. M., & Ramay, M. I. (2008). Measuring Turnover Intention: A Study of IT Professionals in Pakistan. *International Review of Business Research Papers*, 4(3), 45-55.
- [2]. Abukari, A. K., Sanyare, F. N., & Ibrahim, A. (2019). Exploring Job Satisfaction and Organizational Commitment Relationship: A Study of Key Employee Groups in a Multi-Campus Public University in Northern Ghana. *Researchjournali's Journal of Human Resource*, 7(6), 1-16.
- [3]. Afebia, C. A. (2016). Assessment Of Turnover Intentions And Employee Commitment Among Teachers Of The Ghana Education Service In The Bolgatanga Municipality. Unpublish Dissertation - University of Ghana.
- [4]. Agomah, A. C. (2016). Assessment Of Turnover Intentions And Employee Commitment Among Teachers Of The Ghana Education Service In The Bolgatanga Municipality. Accra: Unpublished Dissertation - University of Ghana.
- [5]. Ali, D. (2010). The Sampling Issues in Quantitative Research. *Educational Sciences: Theory & Practice*, 1-18.
- [6]. Ali, N. (2008). Impact of Job Satisfaction on Turnover Intention: An Empirical Evidence. *Journal of Managerial Sciences*, 23-41.
- [7]. Appiah-Agyekum, N. N., Suapim, R. H., & Peprah, S. O. (2013). Determinants of Job Satisfaction among Ghanaian Teachers. *Journal of Education and Practice*, 4(3).
- [8]. Arshad, H., & Puteh, F. (2015). Determinants of Turnover Intention among Employees. *Journal of Administrative Science*, 12, 1-15.
- [9]. Aydogdu, S., & Asikgil, B. (2011). An Empirical Study of the Relationship Among Job Satisfaction, Organizational Commitment and Turnover Intention. *International Review of Management and Marketing*, 1(3), 43-53.
- [10]. Bothma, F., & Roodt, G. (2013, November 01). The validation of the turnover intention scale. *SA Journal of Human Resource Management*, 11, 1-12.

- [13]. Burmeister, E., & Aitken, L. M. (n.d.). Retrieved May 6, 2021, from <https://core.ac.uk/download/pdf/143870286.pdf>
- [14]. Chen, M.-L., Su, Z.-Y., Lo, C.-L., Chiu, C.-H., Hu, Y.-H., & Shieh, T.-Y. (2014). An empirical study on the factors influencing the turnover intention of dentists in hospitals in Taiwan. *Journal of Dental Sciences*, 9, 332-344.
- [15]. Cherng, G. D., & Chieh-Peng, L. (2006, December 22). Comparing the effects of determinants of turnover intentions between Taiwanese and U.S. hospital employees. *Human Resource Development Quarterly*, 17(4), 403-421.
- [16]. Chittipa, N., Phattarapon, O., & Kijboonchoo, T. (2012, 12). Determinant Factors of Turnover Intention: A case study of Air Conditioning Company in Bangkok, Thailand. *International Conference on Trade, Tourism and Management (ICTTM'2012)*, (pp. 21-22). Bangkok (Thailand).
- [17]. Cho, Y. J., & Lewis, G. B. (2012). Turnover Intention and Turnover Behaviours: implication for Retaining Federal Employees. *Review of Public Personnel Administration*, 32(1), 4-23. Retrieved from DOI: 10.1177/0734371X11408701
- [18]. Cobbold, C. (2015). Solving the Teacher Shortage Problem in Ghana: Critical Perspectives for Understanding the Issues. *Journal of Education and Practice*, 9.
- [19]. Cronley, C., & Kim, Y. K. (2017, April 3). Intentions to turnover: Testing the moderated effects of organizational culture, as mediated by job satisfaction within the Salvation Army. *Leadership & Organization Development Journal*, 38(2), 194-209.
- [20]. Dardas, L. A., & Muayyad, M. A. (2015). For fathers raising children with autism, do coping strategies mediate or moderate the relationship between parenting stress and quality of life? *Research in Developmental Disabilities*, 36, 620-629.
- [21]. Ekabu, P. K. (2019). The Level of Remuneration and Turnover Intention of Public Secondary School Teachers in Meru County: A Mixed Method Study. *European Scientific Journal*, 15(13). doi:10.19044/esj.2019.v15n13p1
- [22]. Finster, M. P. (2013). Teachers' Job Satisfaction, Organizational Commitment, Turnover Intentions, and Actual Turnover: A Secondary Analysis using an Integrative Structural Equation Modeling Approach. unpublished dissertation - University of Washington.
- [23]. Fraenkel, J. R., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education* (7th ed.). New York: McGraw-Hill.
- [24]. GNAT, & TEWU. (2009). *Teacher Attrition in Ghana; Results of a Questionnaire Survey*. Ghana Education Service (GNAT).
- [25]. Griffeth, R. W., & Hom, P. W. (1988). A comparison of different conceptualizations of perceived alternatives in turnover research. *Journal of Organizational Behaviour*, 9, 103-111.
- [26]. Hayes, A. F. (2018). *Introduction to Mediation, Moderation and conditional Process Analysis - A Regression-Based Approach* (Second ed.). New York, United States: The Guilford Press.
- [27]. Ho, C.-L., & Au, W.-T. (2006). Teaching Satisfaction Scale; Measuring Job Satisfaction of Teachers. *Educational and Psychological Measurement*, 66(1), 172-185. doi:10.1177/0013164405278573
- [28]. Hoppock, R. (1935). *Job Satisfaction* (1st Edition ed.). New York: Harper.
- [29]. Kafumbu, F. T. (2019). Job Satisfaction and Turnover Intention in Malawi: A Quantitative Assessment. *International Journal of Educational Reform*, 28(2), 207-226. doi:10.1177/1056787919841501
- [30]. Kosi, I. K., Ibrahim, S., Janet, S. B., & Mensah, R. (2015, May). Teacher motivation and job satisfaction on intention to quit: An empirical study in public second cycle schools in Tamale metropolis, Ghana. *International Journal of Scientific and Research Publications*, 5(5), 1-7.
- [31]. Kumar, R. (2011). *Research Methodology, a step-by-step guide for beginners*. New Delhi: Sage Publications.
- [32]. Landau, J., & Hammer, T. H. (1986). Clerical Employees' Perceptions Of Intraorganizational Career Opportunities. *Academy of Management Journal*, 29(2), 385-404.
- [33]. Lee, C.-C., Huang, S.-H., & Zhao, C. Y. (2012). A Study On Factors Affecting Turnover Intention Of Hotel Employees. *Asian Economic and Financial Review*, 2(7), 866-875.
- [34]. Macdonald, S., & MacIntyre, P. (1997). The Generic Job Satisfaction Scale: Scale Development and Its Correlates. *Employee Assistance Quarterly*, 13(2).
- [35]. Mburu, N. A. (2015). *Impact Of Job Satisfaction On Turnover Intentions Among Teachers In Public Secondary Schools In Gatanga District, Murang'a County, Kenya*. unpublished Dissertation - Kenyatta University.
- [36]. Michaels, C. E., & Spector, P. E. (1982). Causes of Employee Turnover: A Test of the Mobley, Griffeth, Hand, and Meglino Model. *Journal of Applied Psychology*, 67(1), 53-59.



- [37]. Nick, K., Marcela, C., Marc, C., & Danaher, P. A. (2019, March). Early career teachers' intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. *Australian Journal of Teacher Education*, 44(3), 1-21.
- [38]. Peter, W. H., Thomas, W. L., Jason, D. S., & John, P. H. (2017). One Hundred Years of Employee Turnover Theory and Research. *Journal of Applied Psychology*, 102(3), 530-545.
- [39]. Pienaar, J., Sieberhagen, C., & Mostert, K. (2007). Investigating Turnover Intentions by Role Overload, Job Satisfaction and Social Support Moderation. *SA Journal of Industrial Psychology*, 62-67.
- [40]. Prasadini, N., & Gamage, B. K. (2013, September). Job Satisfaction and intention to Leave of IT Professionals in Sri Lanka. *Asia Pacific Journal of Marketing & Management Review*, 2, 1-11.
- [41]. Quan, J., & Cha, H. S. (2010, November). IT certifications, outsourcing and information systems personnel turnover. *Information Technology & People*, 330- 351.
- [42]. Reukauf, J. A. (2018). *The Correlation Between Job Satisfaction and Turnover Intention in Small Business*. unpublished dissertation - Walden University.
- [43]. Sam, F. K., Effah, B., & Osei-Owusu, B. (2014). Exploring issues of teacher retention and attrition in Ghana: A case study of Public Senior High Schools in Kwabre East district of Ashanti region-Ghana. *Journal of Education and Practice*, 5(1).
- [44]. Sergio, M.-L., Martín, S.-G., & Natalio, E. (2020, April 24). Leaving the Teaching Profession: Examining the Role of Social Support Engagement and Emotional Intelligence in Teachers' Intentions to Quit. *Psychosocial Intervention*, 1-10.
- [45]. Sottie, E. E. (2019, August 04). High annual attrition rate of teachers worrying - GNAT. Retrieved from Graphic Online: <https://www.graphic.com.gh/news/education/high-annual-attrition-rate-of-teachers-worrying-gnat.html>
- [46]. Spector, P. E. (1985). Measurement of Human Service Staff Satisfaction; Development of the Satisfaction Survey. *American Journal of Community Psychology*, 13(6).
- [47]. Tian-Foreman, W. (2009, October). Job satisfaction and turnover in the Chinese retail industry. *Chinese Management Studies*, 3, 356-378. Villanueva, D., & Djurkovic, N. (2009).
- [48]. Occupational Stress and Intention to Leave Among Employees in Small and Medium Enterprises. *International Journal of Stress Management*, 16(2), 124-137.
- [49]. Voelck, J. (1995). Job satisfaction among support staff in Michigan academic libraries. *College & Research Libraries*, 56(2), 157-170.
- [50]. Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived Organizational Support And Leader-Member Exchange: A Social Exchange Perspective. *Academy of Management Journal*, 40(1), 82-111.
- [51]. Wilbur, R. L. (1985). Age, Education, Job Tenure, Salary, Job Characteristics, and Job Satisfaction: A Multivariate Analysis. *Human Relations*, 38(8), 781-791. doi:DOI: 10.1177/001872678503800806
- [52]. Wright, B., & Davis, B. (2003). Job Satisfaction in the Public Sector; The Role of the Work Environment. *American Review of Public Administration*, 33(1), 70-90. doi:10.1177/0275074002250254
- [53]. Yamazakia, Y., & Petchdee, S. (2002). Turnover Intention, Organizational Commitment, and Specific Job Satisfaction among Production Employees in Thailand. *Journal of Business and Management*, 4(4), 22-38. Model. *Journal of Applied Psychology*, 67(1), 53-59.
- [54]. Nick, K., Marcela, C., Marc, C., & Danaher, P. A. (2019, March). Early career teachers' intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. *Australian Journal of Teacher Education*, 44(3), 1-21.
- [55]. Peter, W. H., Thomas, W. L., Jason, D. S., & John, P. H. (2017). One Hundred Years of Employee Turnover Theory and Research. *Journal of Applied Psychology*, 102(3), 530-545.
- [56]. Pienaar, J., Sieberhagen, C., & Mostert, K. (2007). Investigating Turnover Intentions by Role Overload, Job Satisfaction and Social Support Moderation. *SA Journal of Industrial Psychology*, 62-67.
- [57]. Prasadini, N., & Gamage, B. K. (2013, September). Job Satisfaction and intention to Leave of IT Professionals in Sri Lanka. *Asia Pacific Journal of Marketing & Management Review*, 2, 1-11.
- [58]. Quan, J., & Cha, H. S. (2010, November). IT certifications, outsourcing and information systems personnel turnover. *Information Technology & People*, 330- 351.
- [59]. Reukauf, J. A. (2018). *The Correlation Between Job Satisfaction and Turnover Intention in Small Business*. unpublished dissertation - Walden University.
- [60]. Sam, F. K., Effah, B., & Osei-Owusu, B. (2014). Exploring issues of teacher retention and attrition in Ghana: A case study of Public Senior High Schools in Kwabre East district of Ashanti region-Ghana. *Journal of Education and Practice*, 5(1).
- [61]. Sergio, M.-L., Martín, S.-G., & Natalio, E. (2020, April 24). Leaving the Teaching Profession: Examining the Role of Social Support Engagement and Emotional Intelligence in Teachers' Intentions to Quit. *Psychosocial Intervention*, 1-10.

- [62]. Sottie, E. E. (2019, August 04). High annual attrition rate of teachers worrying - GNAT. Retrieved from Graphic Online: <https://www.graphic.com.gh/news/education/high-annual-attrition-rate-of-teachers-worrying-gnat.html>
- [63]. Spector, P. E. (1985). Measurement of Human Service Staff Satisfaction; Development of the Satisfaction Survey. *American Journal of Community Psychology*, 13(6).
- [64]. Tian-Foreman, W. (2009, October). Job satisfaction and turnover in the Chinese retail industry. *Chinese Management Studies*, 3, 356-378.
- [65]. Villanueva, D., & Djurkovic, N. (2009). Occupational Stress and Intention to Leave Among Employees in Small and Medium Enterprises. *International Journal of Stress Management*, 16(2), 124–137.
- [66]. Voelck, J. (1995). Job satisfaction among support staff in Michigan academic libraries. *College & Research Libraries*, 56(2), 157-170.
- [67]. Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived Organizational Support And Leader-Member Exchange: A Social Exchange Perspective. *Academy of Management Journal*, 40(1), 82-111.
- [68]. Wilbur, R. L. (1985). Age, Education, Job Tenure, Salary, Job Characteristics, and Job Satisfaction: A Multivariate Analysis. *Human Relations*, 38(8), 781-791. doi:DOI: 10.1177/001872678503800806
- [69]. Wright, B., & Davis, B. (2003). Job Satisfaction in the Public Sector; The Role of the Work Environment. *American Review of Public Administration*, 33(1), 70-90. doi:10.1177/0275074002250254
- [70]. Yamazakia, Y., & Petchdee, S. (2002). Turnover Intention, Organizational Commitment, and Specific Job Satisfaction among Production Employees in Thailand. *Journal of Business and Management*, 4(4), 22-38.

Ibrahim Alhassan. "Employers Can Only Retain Satisfied Employees: Insight Data Echoed from Northern Ghana." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 28(4), 2023, pp. 10-19.