

WORK STRESS, JOB SATISFACTION AND TEACHERS' TURNOVER INTENTION IN ZARIA METROPOLIS: THE MODERATING ROLE OF SELF EFFICACY

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Abstract

Contemporary educational theory holds that one of the major causes of inadequate school performance is the inability of schools to adequately staff classroom with qualified teachers and this might not be unconnected with shortage of teachers. In Zaria Metropolis, records has shown voluntary turnover of public secondary school teachers in the past six years. This may be as a result of stressful nature of the teaching jobs or level of job satisfaction. Studies have considered self-efficacy as one of the most important factors effecting teachers' job satisfaction during their challenging teaching years. Therefore, the current study examined the moderating role of self efficacy in the relationship between work stress, job satisfaction and teachers' turnover intention in Zaria Metropolis. A total of 355 public secondary school teachers in Zaria metropolis participated in the research. A survey research design was used and data were collected by using instruments adapted from past studies. The study employed Partial Least Square Structural Equation Modeling (PLS-SEM) using SmartPLS 2 software. The results of the study confirmed that work stress, job satisfaction and self efficacy have significant effect on turnover intention. The study further revealed that self efficacy moderates the relationship between job satisfaction and turnover intention and that it failed to moderate the relationship between work stress and turnover intention. The study therefore recommended that appropriate retention measures should be put in place and strategy of reducing work stress and improving job satisfaction and self efficacy should be enhanced.

Key words: Job satisfaction, self efficacy, teachers, turnover intention, work stress

Introduction

A healthy educational system is the backbone of a developing nation and the teacher is the pivot around which the entire educational system revolves. The success of any educational system depends on the quality and ability of the teachers who are essential to the system and thus, they are important force in the development of a society. Contemporary educational theory holds that one of the major causes of inadequate school performance is the inability of schools to adequately staff classroom with qualified teachers (Ingersoll & Smith, 2001). This however is not unconnected with shortage of teachers commonly observed among schools. Ingersoll and Smith (2001) noted that the rate of turnover on account of retirement is relatively low when compared to turnover associated with other factors, such as job dissatisfaction, job stress and pursuance of other jobs. Omonijo, Oludayo, Eche, Uche and Ohunakin (2015) reported that despite the large body of literature on turnover intention, Nigerian education system still experiences situation of voluntary turnover of staff.

In 2016, records obtained from the ministry of education in Zaria have shown that in Zaria metropolis about 43% of public secondary school teacher's turnover in the last six years left voluntarily. A breakdown of this showed that in 2014, total teachers turnover was 44 of which 25 were on retirement and the remaining 19 were voluntary resignation or withdraw. Likewise, in 2015 a total of 66 left, 41 on retirements, 2 deaths and 23 on voluntary resignation. These figures rose in 2016, where the total teachers' turnover stood at 72 of which 42 went on retirements, 1 death and 29 voluntary resignations. However, going by the position of Theory of Planned Behavior (TPB), the intention to perform a behavior is the determinant of the actual behavior. Also, Albattat and Matsom (2013) noted that turnover intention is the crucial stage before the actual turnover occurs. Past studies have revealed that majority of staff that may have left their organization had initially intended to quit working with the organization (Hassman & Mara, 2014). By implication, the teachers that have left may have had initially intended to quit their job. The question is why would a teacher decided to quit his/her current job?

Some researchers have over a number of years attempted to answer the question of what makes employees intend to leave the organisation. They have documented a number possible factors responsible for this, some of which are work place stress (Mxenge, Dywili & Bazana, 2014; Ekundayo & Kolawale, 2013; Siddiqui and Jamil, 2015; Arshadi & Damiri, 2013), job insecurity (Benjamin, 2008), loss of trust, future prospect, leadership, better pay elsewhere, unfair treatment, level of job satisfaction (Hassan & Mara, 2014; Wu, 2012; Shah & Jumani, 2015), self concept (Varshney, 2014), organizational commitment and salary level (Lee, Huang & Zhau, 2011) as reasons why employees would want to quit a current job. Among these factors, work stress and job satisfaction have been reported as key and most predictors of intention to quit (Mxenge et al., 2014; Hassan & Mara, 2014).

A number of studies (e.g., Arshadi & Damiri, 2013; Bashir, 2014; Liu & Onwuegbuzie, 2012; Peterson, 2009 & Siddiqui & Jamil, 2015) have documented a strong relationship between work stress and turnover intention but only few studies (e.g., Moreno-Jiménez, 2012; Arshadi & Damiri, 2013; Lin, 2013) have considered the inclusion of a moderator variable as recommended by Baron & Kenny (1986) as contained in Kim, Kaye, & Wright (2001). According to Arshadi and Damiri (2013) and Mosadeghrad (2013), individual differences in terms of self esteem and self efficacy can play a role in the work stress and its outcome relations. This may be so because individual differs in their perception of job stress resulting from differences in their abilities. Robbins and Judge (2013) and Yu, Wang, Zhai and Dai (2014) posited that employees with high self efficacy tend to overcome work stress than employees with low self efficacy.

Studies on the relationship between job satisfaction and turnover intention have been inconsistent (Tarigan & Ariani, 2015) with some studies (e.g., Chen, Chang & Yeh, 2004; Korunka, Hoonakker & Carayon, 2005; Lai & Chen, 2012; Peterson, 2009; Hassan & Mara, 2014; Shah & Jumani, 2015; Tnay, Ekhsan, Othman, Siong, Lim, & Lim, 2013) documenting significant negative relationship and others (e.g., Khatri, Fern & Budhwar, 2001 & Wang, Tsai, Jia, Lei, Chio, & Lai, 2016) had positive relationship between the variables, while Chen (2005) documented a non-significant relationship between job satisfaction and turnover intention. It is on the basis of these differences in results and the recommendation of Baron and Kenny (1986) that the current study integrated a third variable that can possibly explain this inconsistencies. In line with this, Robbins and Judge (2013) noted that employees with high self efficacy are more

likely to be satisfied with their job than employees with low self efficacy. A strong sense of efficacy enhances human success and personal welfare in many ways. People with high assurance in their abilities approach complex tasks as a challenge to be mastered rather than as threats to be avoided

Thus, the current study therefore focuses on determining the effect of work stress and job satisfaction on turnover intention among public secondary school teachers in Zaria Metropolis and the moderating role of self-efficacy. The study has five sections, the next section reviewed related empirical studies including the underpinning theory and theoretical framework. The section is followed by research methodology where the research design, population of the study and sampling design are discussed. This was followed by data presentation and analysis and finally conclusion and recommendations.

Literature review and Hypothesis development

Concept of turnover intention

Turnover intention (TI) is defined by Lee (2008) as the subjective perception of an organizational member to quit the current job for other opportunities. Employees who leave on the organization's request as well as those who leave on their own initiative can cause disruptions in operations, work team dynamics and unit performance. Turnover results from a discontinued working (employment) relationship between employer and employee and is categorized as either voluntary or involuntary turnover (Ahmad, Shahid, Huma & Haider, 2012). Intention to leave refers to individuals' perceived possibilities that they will be staying or leaving the organization (Bigliardi, Petroni & Ivo Dormio, 2005). Mowday, et al., (1982) noted that employees with high withdrawal intentions from the organisation subjectively assess that they will be leaving the organisation in the near future.

Concept of work stress

Stress is a very broad term which is used for different type of physiological and psychological (mental) pressures felt and handle by people in their lives (Sheraz, Wajid, Sajid, & Rizwan, 2014). From Robbins and Judge (2004) and sheraz et'al (2014), stress is not necessarily bad, as outcome can have a potential positive impact on employees. However, Greenberg and Baron (2008) argue that even though there is a good stress, it is important to bear in mind that when we refer to stress on the job, we are referring to negative sources of stress.

Work stress and turnover intention

High levels of stress can impair workers' performance and result in negative behavioral and attitudinal work outcomes (Gilboa, Shirom, Fried, & Cooper, 2008). Recent studies have shown that chronic work pressure conduces a feeling of overconsumption of energy that undermines wellbeing. It occurs when job-relevant personal resources are constantly exceeded by work demands (Urien Angulo, & Osca, 2012).

Studies (e.g., Nizam bin Salahudin, Osman, Abdullah, Ramlia, & Annuar Lim, 2016; Noor, 2008) have also been conducted on the relationship between work stress and turnover intention. In turkey, Elçi, Karabay, & Aksoy (2014) examined the effect of ethical leadership and leadership effectiveness on employee turnover intention. They used work related stress as a mediator of the relationship among ethical leadership, leader effectiveness and turnover intention. The result shows that work related stress has a positive effect on employees' turnover intention. The study concluded that the

relationship between work stress and turnover intention could not be understood properly. They recommended for further investigation to be carry out.

In the regression results of Siddiqui & Jamil (2015), it was found that turnover intentions are influenced by job stress and work environment whereas work overload has not been found as a significant predictor of turnover intentions among employees of Pakistan. The study utilised 200 employees of different educational institutions in Pakistan and recommended that other researchers should employ larger sample size and a balanced male and female participants. Noor (2008) examines the antecedents of turnover intentions among marketing executives in Pakistan using a sample of 248 marketing executives from different organization. The study adopted correlation research design and found a significant positive relationship between work stress and turnover intentions. According to him, Work overload has a strong influence on work exhaustion. The study failed to examine the level of effect that the predictor had on turnover intention.

Hassan and Mara (2014) explored the factors that influence turnover intention among existing Technical employees as well as identified the most significant factors influencing the turnover intention. Using a total of 103 respondents was involved in the study. Seven independent variables of organizational commitment, job stress, job characteristics, promotion opportunities, pay level and rewards, quality of work life and job satisfaction were examined to determine their relationship with dependent variable which is turnover intention. Data was obtained and analyzed using Statistical Package for Social Sciences (SPSS) version 16. The results of the multiple regression analysis showed that only job stress is found having positive and significant relationship with turnover intention.

H1: work stress has a significant positive effect on turnover intention among public secondary schools in Zaria metropolis

Concept of job satisfaction

Job satisfaction has been defined in many different ways. Some believe it is simply how contented an individual is with the job he/she is currently doing, that is, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Spector, 1997; Qasim, Cheema and Syed, 2012; Shah & Jumani 2015). Others are of the view that job satisfaction is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved (Hulin & Judge 2003). Other views were noted in the extent of job satisfaction measurement variability that is, how job satisfaction measures vary in the extent to which they measure feelings about the job, affective job satisfaction (Thompson & Phua, 2012) or cognitions about the job, cognitive job satisfaction (Moorman, 1993).

Job satisfaction and turnover intention

Job satisfaction is one of the most widely studied work related attitudes and its impact on employees' turnover intention was a point of interest to organization (Ghada, Walid, & Mohammed, 2017). Studies (e.g., Hassan, 2014; Shah & Jumani, 2015; Worku, 2015) have also documented strong link between job satisfaction and turnover intention. Tnay, Ekhsan, Othman, Siong, Lim and Lim (2013) investigated the influences of job satisfaction and organizational commitment on employee turnover intention in a production industry in Malaysia. Using 85 sampled participants, descriptive and inferential statistics were applied to analyze the data obtained and

Pearson Correlation Coefficient was used to measure the degree of relationship between independent variables with dependent variable in this research. The result showed that job satisfaction with the factors on satisfaction with pay and supervisory support had a low, turnover intention among the employees within the organization.

Sunday, Ngbea and Banje (2015) investigated the influence of worker-supervisor relationship and pay satisfaction on turnover intentions among primary school teachers in Ado in Benue State, Nigeria. The study was a survey and a total of 299 primary school teachers who were randomly sampled took part in the study. The result showed that pay satisfaction was statistically significant on turnover intention of teachers. Further analysis showed that there was no joint influence of worker-supervisor relationship and pay satisfaction on turnover intention of primary school teachers.

However, Horm and Knicki (2001) suggest that job satisfaction is negatively related with turnover intentions. Khatri, Fern, and Budhwar (2001) however argued that job satisfaction accounted for a small proportion of the variance in turnover intention. In china, Wang, Tsai, Jia, Lei, Chio, & Lai (2016) examined the relationships among job satisfaction, organizational commitment, and turnover intention of workers in two casinos in Macau. The study utilized convenience sample of 105 employees and correlation, the study documented positive association between job satisfaction and turnover intention and the regression model indicated that job satisfaction and organizational commitment were effective predictors of employees' turnover intention.

Also, none of the studies considered the impact of individual employee self efficacy in this context. Robbins and judge (2013) noted that employees with high self efficacy are more likely to be satisfied with their job than employees with low self efficacy. Base on the results from past studies, we have hypothesized that:

H2: Job satisfaction does not significantly affect turnover intention among public secondary schools in Zaria metropolis

Concept of self efficacy

Self-efficacy also referred to as personal efficacy, is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Bandura (1997) has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task.

Self efficacy and turnover intention

Self-efficacy determines behaviors and behavioral changes of teachers and also influences thoughts, feelings, attitudes and effort dedicated to teaching. Few empirical studies have examined the relationship between self efficacy and turnover intention. In 2017, Albrecht and Marty examined the influence of HEXACO personality facets, self-efficacy, and job resources on engagement, affective commitment and turnover intention among 623 participants working in a variety of organizational settings to test a proposed and a re-specified model. It revealed that self efficacy has a significant negative effect on turnover intention.

In a study conducted to examine Self-efficacy and Job Satisfaction as Correlates to Turnover Intentions among Secondary School Teachers in Mbarara District Pakistan, Muhangi (2017) revealed that turnover intention was related with self-efficacy and job satisfaction among secondary school teachers. The study utilized Independent samples t-test, Chi-square, Pearson Correlation Analysis, Regression analysis; and Kruskal

Wallis test. The results showed that teacher self-efficacy and job satisfaction depend on personal characteristics including sex, age, religious affiliation, marital status, and teaching work experience. Our third hypothesis is as follow:

H₃: Self efficacy has no significant effect on teacher's turnover intention in public secondary schools Zaria Metropolis

Self efficacy as a moderator

A moderator is a qualitative or quantitative variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable (Baron & Kenny, 1986). To them, moderator variables or contingent variables are typically introduced when there is an unexpectedly weak or inconsistent relation between a predictor and a criterion variable.

A number of studies (Arshadi & Damiri, 2013; Liu & Onwuegbuzie, 2012; Peterson, 2009; Hassan, 2014; Siddiqui & Jamil, 2015) have documented a strong relationship between work stress and turnover intention but only few studies (e.g., Arshadi & Damiri, 2013; Lin, 2013) have considered the inclusion of a moderator variable as recommended by Baron and Kenny (1986), Holmbeck (1997) and Lindley and Walker (1993) as contained in Kim, Kaye and Wright, (2001). For example, Arshadi and Damiri (2013) utilized organizational base self esteem to test the moderating effect of OBSE on the relationship between job stress and turnover intention and job performance.

Nauta (2004) noted that Studies have supported that self-efficacy serves as moderator between personality factors and career interest. A number of international studies (e.g., Gilbert, Adesope, & Schroeder, 2014; Klassen & Chiu, 2010) showed that teacher self-efficacy predicts higher teacher engagement and job satisfaction, lower levels of burnout, stress and less intention of leaving the teaching profession. Base on this, our fourth and fifth hypothesis are thus:

H₄: Self efficacy does not significantly moderate the relationship between work stress and teachers' turnover intention in public secondary schools in Zaria metropolis

H₅: Self efficacy does not significantly moderate the relationship between job satisfaction and teachers' turnover intention in public secondary schools in Zaria metropolis.

Theoretical framework

A number of theories and models have emerged explaining the job satisfaction, work stress and self efficacy and employee behavioral intention to quit their job. The first model that evolved and dominated the field for a great amount of time was Mobley's (1977) Model of the Turnover Process.

This model explained the various decision making stages in turnover process. The employee evaluates their present job to determine if they are happy or not with what they are doing in terms of pay recognition, autonomy. If the employee feels they are actually satisfied with their current job then they will stay and their decision to quit comes to an end. However, if the employee realizes after their evaluation that they are dissatisfied with their current job then they will continue their decision to quit. Sometimes feelings of dissatisfaction can cause employees to withdraw in other ways such as putting forth less effort in their job or having frequent absences (Mobley, 1977). Now that the employee acknowledges that they are no longer satisfied with their job they begin to consider the idea of quitting their job, hence, turnover intention

impulse emerged. This study adapted this model as underpinning model because the model clearly demonstrates how job satisfaction impacts an individual's decision to leave an organization or not.

2.9.4 Proposed research model

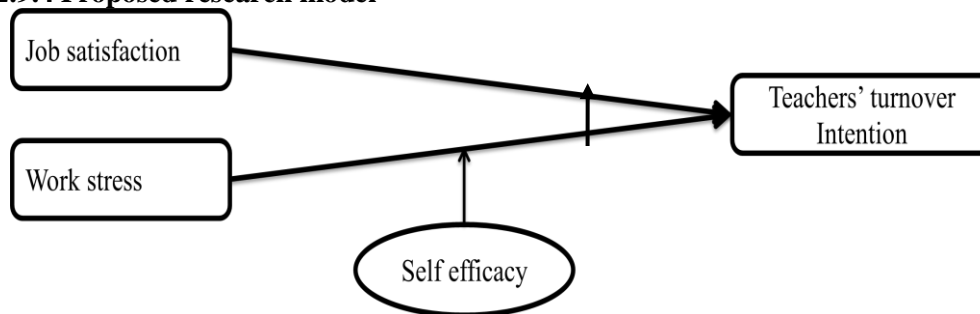


Figure 2.1
Research model

Methodology

A survey research design is used for the purpose of this study because the researcher used a structure questionnaire which was administered to the teachers. The use of questionnaires is advantageous because questionnaires are economical, speedy, there is no bias (as in interviews), and the possibility of anonymity and privacy encourages candidates to be willing to respond on sensitive issues, and do so honestly (Babbie & Mouton, 2001).

Population and Sample size

The population of this study is comprised of teachers of all public secondary schools in Zaria Metropolis. Zaria metropolis is composed of Zaria and Sabon gari local governments. There are 48 public secondary schools in Zaria metropolis with a total of 1647 teachers. This is obtained from the ministry of education Zaria zonal office. The study, using Krejcie and Morgan (1977) sample size table at 5% confident interval, arrived at 312 teachers as sample size. However, the study added 30% as recommended by Israel (2013) and this bring total sample size to 406 teachers.

Measurement and Instruments

The researcher employ structured close ended questionnaire divided into four sections. All scales used to measure the constructs of this study were adapted from previous studies. The utilized the 6 items teachers stress inventory (TSI) from Fimian (1988) to measure work stress with a reported reliability value of 0.80, 10 items general job satisfaction scale from Macdonald & MacIntyre (1997) was used to measure job satisfaction, the instrument has a reported cronbach alpha value of 0.77 and for turnover intention, we adapted a 3 items from Cammann et al, 1979. All scales were in 5 point likert scale.

Data analysis technique

The study utilized SmartPLS 2.0 in order to compute the two basic model of PLS path modeling which includes measurement model and structural model. Some of the reasons for the use of PLS were its superiority over others in terms of flexible restriction in respect distribution and population of the study as noted by Haenlein and Kaplan (2004) and it has the possibility of providing a more reliable and accurate computations of mediating effect because its accounts for error that is capable of

reducing the possible relationship as well as the improvement of the validation of the theory (Henseler & Fassott, 2010).

Results and discussions

In using PLS_SEM, Garson (2016) specified two models that must be examined, the measurement (outer) model and the structural (inner) model.

Measurement Model

In the measurement model, we examined the items loadings, internal consistency and average variance extracted. However, the study excluded test of collinearity since the number of predictor variables is below three (Hair, Black, Babin, Anderson & Tatham, 2013). The items loadings were examined and only items that loaded above 0.70 were retained (Fornell and Larcker, 1981). The internal consistency was measured by composite reliability and has reached the satisfied criteria, as the lowest is 0.75 and the highest is 0.93. Also, Average Variance Extracted (AVE) was examined and have all met the criteria provided by Fornell and Larcker (1981). In other words, the values of AVE were greater than 0.5, as it ranges between .63 and .76. These are presented in table 4.1.

Table 4.1
Construct reliability and validity

Construct	Items	Loadings	CR	AVE
Turnover intention	TI27	0.950	0.937	0.833
	TI28	0.853		
	TI29	0.931		
Work stress	WS1	0.849	0.835	0.563
	WS3	0.688		
	WS4	0.604		
	WS6	0.833		
Job satisfaction	JS11	0.709	0.852	0.536
	JS12	0.759		
	JS7	0.777		
	JS8	0.761		
	JS9	0.649		
Self efficacy	SE17	0.780	0.915	0.606
	SE18	0.759		
	SE19	0.828		
	SE21	0.712		
	SE22	0.780		
	SE23	0.759		
	SE24	0.828		

From the table 4.1, loadings of items measuring individual construct were greater than .5 which is a minimum recommended value as contained in Hair et'al (2013). However, items that failed this benchmark were deleted, they include WS2 and WS5

for work stress, JS10, JS13, JS14, JS15 and JS16 for job satisfaction and SE20, SE25 and SE26 for self efficacy, details of their loading are attached as appendix v to this study. All the constructs in the study met the composite reliability benchmark of .7 and average variance extracted of .5.

Also, for discriminant validity the study utilized the fornell and larker criterion which states that the square root of AVE must be greater than the correlation with other variable in the study. This is as presented in table 4.2 below

Table 4.2

Discriminant validity

Construct	TI	WS	JS	SE
Turnover intention (TI)	0.913			
Work stress (WS)	0.280	0.751		
Job satisfaction (JS)	-0.682	-0.230	0.732	
Self efficacy (SE)	-0.615	-0.126	0.625	0.779

The square roots of AVE are presented in bolded font on the diagonal and it can be observed that the values are greater than the correlations among the constructs, thus this criterion is satisfied.

Structural model (Inner model)

The second part of the model is the structural model or inner model, Hair et’ al. (2013) identified four key criteria for assessing the structural model in PLSSEM. These include assessments of significance of the path coefficients, coefficient of determination (R^2), the effect size (f^2), and lastly (4) predictive relevance (Q^2). However, to ascertain the direct effect of work stress, job satisfaction and self efficacy on turnover intention, it is important to carry out a bootstrapping analysis. Bootstrapping was done by using 5000 subsamples using 355 cases. Figure 1 presented the structural model of the direct effects.

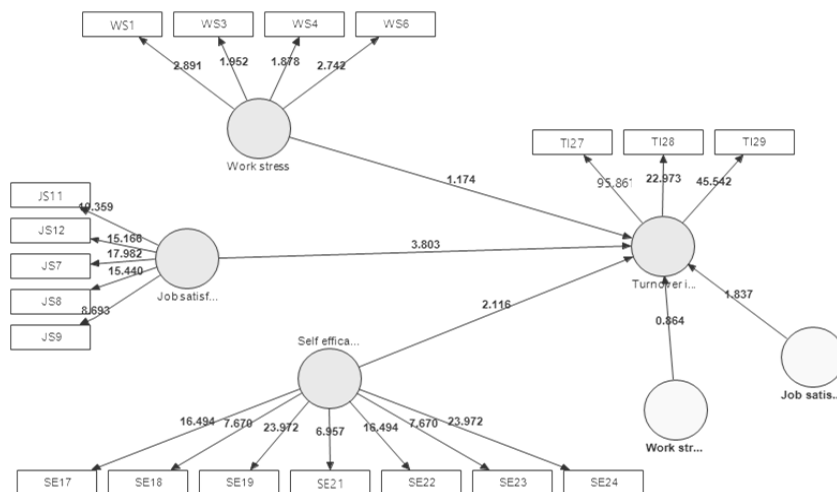


Figure 1: Structural model

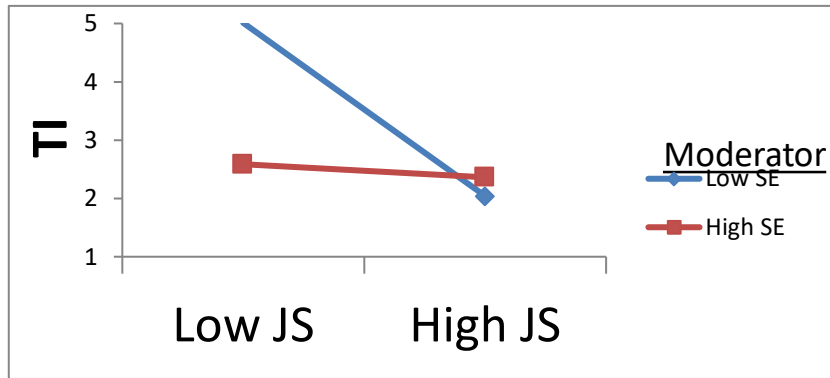


Figure 2: Moderating effect

Test of hypotheses

Table 4.3 presented the results of the structural model with the beta value of the relationships, t-statistic and adjusted r square. From table 4.3, it can be seen that work stress has positive relationship with turnover intention (beta =0.136, p value<0.05), job satisfaction is negatively related to turnover intention (beta = -0.455, p value <0.00) and self efficacy is also negatively related to turnover intention (beta = -0.314, p value <0.00).

Table 4.3

Path coefficients

Hypotheses	Relationship	Beta Value	Std error	T Statistics	p value	Decision
H ₁	WS => TI	0.136	0.07	1.942	0.048*	Rejected
H ₂	JS => TI	-0.455	0.069	6.574	0.000***	Rejected
H ₃	SE => TI	-0.314	0.074	4.213	0.000***	Rejected
H ₄	SE*WS -> TI	-0.226	0.261	0.864	0.388	Accepted
H ₅	SE*JS ->TI	0.686	0.373	1.837	0.067*	Rejected
R ²		0.554				

***p<0.01, **p<0.05, *p<0.1

Going by these results, it can be seen that work stress has a positive effect on turnover intention, significant at P value <.05. Thus, the first hypothesis (H1) that state that work stress has significant positive effect on turnover intention is accepted. Job satisfaction has negative effect on turnover intention significant at p value <.01. Hence, hypothesis two (H2) that states that job satisfaction has significant negative effect on turnover intention is also supported. Also, self-efficacy has a significant negative effect with turnover intention significant at p value <.01. Thus, our third hypothesis which states that self-efficacy has significant negative effect with turnover intention. The moderating result shows that self-efficacy does not significantly moderates the relationship between work stress and turnover intention ($\beta = -0.226$; $t = 0.864$; $p = 0.388$). Finally, self-efficacy significantly moderates the relationship between job satisfaction and turnover intention ($\beta = -0.686$; $t = 1.837$, $p = 0.067$). The r squared stood at 0.429 which is acceptable as it is above the recommended 10% by Falk and Miller (1995).

4.2.2 Effect size and predictive relevance

The study assessed the effect size of the exogenous variables (work stress, job satisfaction, self efficacy, WS*SE & JS*SE) on endogenous variable (turnover intention) using the F^2 . Cohen (1988) recommended that f^2 values of 0.02, 0.15, and 0.35, to represents small, medium, and large effects respectively. Q^2 was used to determine the predictive relevance of the exogenous variable. According to Garson (2016), Q^2 value of 0 or negative showed that the model is irrelevant in predictive the endogenous variable the results are presented in table 4.4 below

Table 4.4
Effect size of the models and predictive relevance

Construct	Included	excluded	F square	Effect size
Work stress	0.541	0.524	0.037	Small
Job satisfaction	0.541	0.422	0.259	Medium
Self-efficacy	0.541	0.482	0.129	Small
SE*WS	0.554	0.548	0.014	None
SE*JS	0.554	0.543	0.028	Small

Q^2 0.244

The f^2 value for work stress is 0.037 indicating a small effect size, job satisfaction has 0.259 effect size which implied medium effect size, self efficacy stood at 0.129 meaning a small effect size, the interaction of self efficacy and work stress has no effect and Self efficacy and job satisfaction has small effect on turnover intention. Also the Q^2 of the model stood at 0.244 which is greater than zero, this implies that the model has 24.4% predictive relevance.

Discussion of findings

Work stress was discovered to have significant positive effect on turnover intention. This implies that as the level work stress increases, teacher's intent to quit their job also increases. This finding is consistent with the findings of Arshadi and Damiri (2013), Siddiqui & Jamil (2015) and Hassan and Mara (2014). A significant negative effect of job satisfaction on turnover intention was another finding of this study. This affirmed the results of previous studies (e.g., Lai & Chen, 2012; Peterson, 2009; Roshidi Hassan, 2014; Shah & Jumani, 2015 & Tnay et al., 2013). Also, it was discovered that self-efficacy has significant negative effect on turnover intention. The more teachers believe their ability to discharge their duties and overcome challenges the less likely they will quit their job. The findings further revealed that self-efficacy significantly moderates the relationship between job satisfaction and turnover intention. From the result, self efficacy further strengthens the relationship between job satisfaction and turnover intention and this is also in line with the expectation of the study. Finally, it was revealed that the relationship between work stress and intention to quit was weak as represented by the beta value. Possible causes of this could be the non-availability of other job opportunity in the country and job security in government establishment.

Conclusions and Recommendations

The study, based on the findings, concludes that work stress, job satisfaction and self efficacy have effect on turnover intention. Similarly, self efficacy in this context moderates the relationship between job satisfaction and turnover intention. Also, the

moderation of self efficacy on the relationship between work stress and turnover intention has not reach significant level. For public secondary schools to be able to retained talents and experience, it is vital for government and management of public secondary schools to channel effort at the teachers and the nature of their jobs thereby making teaching jobs more attractive and satisfactory and reducing stress level in the profession. They should also direct effort at raising teachers self efficacy as it will help in facing difficult tasks prevalent in their discharge of duties.

Public schools should implement working arrangement that encourages better relationship between employer and employees and it can bring better health to employees. This will discourage absenteeism and improves employees' loyalty towards organization. They can organize stress management training, time and priority management workshop for their teachers such that can combat job stress leads to high job satisfaction and performance and able to decrease turnover intention. Experience, skills and expertise in the profession should be part of criteria for teachers' recruitment. This helps improved the efficacy level of teachers and gives them ability to overcome challenging nature of teaching. The schools can also raise teachers self efficacy through training and development on issues relating handling students indiscipline. Role analysis should be carry out in order to make a person's role within the school clear and transparent. Clarifying a teacher's role profile in comparison to the profiles of others may help to reduce tension, misperceptions, conflict raise trust on their abilities to execute their objectives. Roles in this context are defined as set of expectations by government and public school management toward a particular position holder. If roles are ambiguous it can cause stress.

Suggestion for further studies

This study could be replicated by covering a larger geographical area, so that generalisations can be made. Other moderators and mediators can be included in the model for further theoretical contributions. Further studies should consider the role of perceive job alternatives as a possible moderator in the model. The study could be replicated in other sectors of the economy other than the education. A comparative study can be carried out on other secondary school to confirm the result of the study.

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