

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT-KUMASI

TEACHER MOTIVATION AT MANKRANSO SENIOR HIGH SCHOOL IN THE  
AHAFO ANO SOUTH DISTRICT

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Art (Educational Leadership) degree**

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**DECLARATION**

**STUDENT’S DECLARATION**

I, IDDRISU ABDUL-AZIZ, declare that this dissertation, 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 that 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 were supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME: SR. DR. MARY ASSUMPTA AYIKUE

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DATE: .....

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## **DEDICATION**

To my wife, Mahama Salima and son, Abdul-Aziz Aslam Faako.

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## ABSTRACT

The purpose of the study was to explore teacher motivation and its impact on teacher's retention in Mankranso Senior High School in the Ahafo Ano South District. The objectives of the study were to find out motivational packages existing for teacher, determine how motivational packages affect teachers' performance and to establish motivational packages that promote teacher retention. A descriptive survey design was used for the study. The population for the study was teachers. The sample size was 90 teachers. Purposive sampling method was used to select all the 106 out of which 90 teachers responded. The reliability test yielded Cronbach Alpha of 0.79. Structured questionnaire was used as data collection instrument for the study. Descriptive statistics were used to analyse the data. The study found that motivational packages existing for teachers include, regular training programme and teachers' empowerment. Motivational packages that promoted teacher retention were training, education and development and congenial working environment. It is recommended District Directors of Education should organize regular training sessions for teachers to build their capacity to motivate teachers to remain in the service to perform better. Again, the Ahafo-Ano South District Directorate of education should liaise with heads to apply the measures the study revealed to improve motivation in senior high schools.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Organizations have come to realize that their goals accomplishments are dependent on their capabilities to create a centre of attention, develop and hold on to talented employees. It is therefore interesting to know that the essential elements of any organizational success in the days, weeks, months and years to come is a strategy where every employee is treated as a valuable resource. Survival, growth and organizational success cannot lie only in the rational, quantitative approaches, but more to the commitment of employees' involvement and motivation to work (Locke, 1980).

In the educational sector, teachers' contribution cannot be overemphasizes as teachers are one of the major stakeholders of education. Education shapes the development of the human mind and contributes greatly to the reasoning power in the lives of the people be they incorporate institutions or a group. Education contributes to the acquisition of knowledge and skills that the individual requires to function properly in society as far as academics are concerned. Anderson (1992) indicated that in today world, a child who is not educated is disadvantaged in terms of income, health and opportunity. This means that education is very paramount in the lives of the individual. Education is seen as one single important contributor to national economic growth, self-sufficiency and cultural reawakening of a people (World Bank, 1999; Abosi & Brookman-Amissah, 2007).

One of the major human resource functions of organizations has to do with employee motivation which has been noticed as a striking force for employee commitment, performance and obviously retention. Human resource management practitioners and researchers have tried in several ways to understand, explain and adopt

employee motivational strategies all in an attempt to seek the wellbeing of their organizations. In a related study, Latham and Locke (2004) define motivation as “a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work”. Baldoni (2005) also defined motivation as a power that strengthens behaviour, gives rout to behaviour and triggers the tendency to continue a course of action. This further explains that in order to achieve the desired targets, individuals must be satisfactorily energized and have a clear directive to distinction.

Motivation is a complex, but very important aspect of teacher efficacy and professionalism. According to Kruger and Van Schalkwyk (1997), the most important human resource in the education institution that enables it to achieve its core mission is the teacher. The teacher is the full-time classroom practitioner whose main function is more instructional in approach than managerial. Teacher offers formal instruction to learners and their professional activities involves the transmission of knowledge, attitudes and skills to learners in an educational programme in a school (Van, Hendriks & Scheerens, 2000).

Steyn (2002) identified the following signs of a high morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to the effective realisation of the school’s organisational vision, mission and goals. In effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning. Teachers are motivated in their work when they feel good. They feel good when management avoids ‘professional myopia’ and when teachers do not work in an uncompromising context. In this situation teachers’ job-related ideals incorporate ethical, epistemological, affective, professional, economic and egocentric considerations which shape their views

on equity and justice, pedagogy and andragogy, organisational efficiency, interpersonal relations, collegiality, self-conception and self-image (Evans, 2001). This implies that teachers are motivated when there is a teacher-centred approach to educational leadership (Evans, 2001).

According to Czakan (2005), motivational variables used to attain retention in the past may no longer be appropriate to motivate talented employees to remain thereby increasing the rate of turnover. High employee turnover is costly to both the individual organisation and the national economy. Ramlall (2003) indicated that the total cost of employee turnover in the United States of America is about 150% of an employee's annual salary. The cost of filling job vacancies, lost productivity from vacant jobs and the cost of training new employees increase operational costs. Management of institutions can reduce these costs by adopting appropriate motivational strategies in order to retain competent employees, thereby reducing the turnover rate, hence this study.

## **1.2 Problem Statement**

Motivation in senior high schools and its effect on teachers to improve teaching and learning cannot be over emphasized. Unfortunately, heads of senior high schools pay less attention to this important issue of motivation. Heads of schools seem to concentrate on their daily routine activities of conducting and attending meetings resulting in low teacher morale due to lack of motivation as revealed by teachers in their interactions.

Literature review indicated that unacceptably high proportions of teachers working in public senior high schools in many developing countries are poorly motivated leading to teacher apathy in the teaching and learning environment (Bonnell, 2004).

The question one may ask is; what motivational packages exist in senior high schools in the Ahafo-Ano South District. This and other questions needed answers. The

study therefore sought to investigate teacher motivation at Mankranso senior high school in the Ahafo-Ano South District of the Ashanti Region.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate teacher motivation at Mankranso Senior High School in the Ahafo Ano South District of the Ashanti Region.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. determine motivational packages available to teacher in Mankranso Senior High School at the Ahafo Ano South District.
2. ascertain how motivational packages affect teachers' performance in Mankranso Senior High School at the Ahafo Ano South District.
3. Adopted measures to improve teacher motivation in Mankranso Senior High School at the Ahafo Ano South District.

### **1.5 Research Questions**

1. What motivational packages are available to teachers in Mankranso Senior High School at the Ahafo Ano South District?
2. How do motivational packages affect teachers' job performance Mankranso Senior High School in the Ahafo Ano South District?
3. What measures could be adopted to improve teacher motivation in Mankranso Senior High School at the Ahafo Ano South District?

### **1.6 Significance of the Study**

The findings of the study will serve as a guide to heads of educational institutions and managers of other organizations to put in place appropriate motivational packages that induce employee performance and retention. The outcome of the study will add to the existing literature on employee motivation, performance and retention in organizations. The findings of the study will also serve as a reference material for future researchers on employee motivation, performance and retention in organizations.

### **1.7 Delimitation of the Study**

The study was to investigate teacher motivation and its impact on teacher's retention in Senior High Schools in Ahafo Ano South District. The researcher focused only on Mankranso Senior High School in the Ahafo Ano South District. Again, the population was also delimited to professional teachers as they were the ones being investigated directly.

### **1.8 Limitations of the Study**

Characteristically, the study was limited by a generalization and could only be relevant to teachers in in Senior High School in the Ahafo Ano South District The study used limited sample size which did not effectively reflect the situation on motivation and its impact on teacher's retention on all the teachers across the Ashanti Region though it will have very similar finding across public school teachers. The cross-sectional survey approach was employed for the study instead of studying the sampled population over a period of time due to limited time. The findings may therefore be generalized with caution.

## **1.9 Organization of the Study**

The study is organized into five chapters. Chapter One deals with the study covering the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Chapter Two covers the review of relevant literature. This chapter reviewed literature on the definition and concept of motivation, the intrinsic and extrinsic motivational factors, and the relationship between motivation and teacher retention among others.

Chapter Three presents the methodology used for the study. It includes the research design, the population, sample and sampling techniques, data collection instrument, data collection procedure, data analysis procedure and ethical considerations.

Chapter Four deals with the result and discussion of the data collected. Chapter Five presents the summary of findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The study was conducted to investigate teacher motivation and its impact on teacher's retention at Mankranso Senior High Schools in Ahafo Ano South District. The study reviewed related literature on the theoretical framework, concept of motivation, teacher motivation, levels of employee motivation, the role of motivation in the organisation, motivational strategies and approaches in organizations, and the nature of motivation in the public service among others.

#### **2.1 Theoretical Framework**

Motivational theorists have tried several times to define motivation in various ways in psychology in the early stages. Instinctual motivation theories lost popularity in the 1920s, when it could not stand up to scientific scrutiny (Mullins, 2005). All of these theories helps to explain the behaviour of certain people at certain times and also provide an understanding oof how best to motivate people at work. Mullins (2005) is of the view that the existence of many theories shows that there are many motives which influence people's behaviour and performance.

##### **2.1.1 Maslow's Theory of Hierarchy of Needs**

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

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

As a complement to the needs theory, Smith (1997) posited that management of institutions should put in policies, procedures and measures to contribute meaningfully toward the provision of the needs of workers to urge them perform at best. This study is underpinned by this theory propounded by Maslow it is about the motivation of teachers in order to perform through the provision of their needs. These needs are met with some economic solutions through appreciable level of salaries and wages, security of work, friendly relations and affections. Others include autonomy, recognition, medical benefits, praise and rewards, training and development; which are known to inspire employees to work harder. In support, Smith (1997) stated that delegation of work, team spirit, participatory decision process and encouraging creativity and innovation are equally motivating to enhance employee performance and retention propensity.

Issues of teacher motivation should therefore be linked to the advances made above that teachers would be moved to work extra hard to raise performance levels of both the individual and the institution if they are well motivated by having the needs and expectation reasonably met. Notwithstanding the great contribution of Maslow's theory to human resource management, there seems to be little evidence for the ranking of needs which Maslow described or even the existence of a definite hierarchy. Maslow's theory has been criticized for this apparent rigidity. It is questionable whether needs can always be ranked in a simple hierarchical form. Research (Smith, 1997) has questioned the

validity of a rigid ordering of needs, because individuals are likely to have different priorities. In any case, the researcher of this current study holds the theory relevant to the extent that teachers have both lower and higher ranking needs of a sort. These needs when provided adequately by school administrators and government, teachers moral to work heightens and thus may to a large extent erode the quit intentions.

### **2.1.2. Expectancy Theory**

Vroom's Expectancy theory of 1964, otherwise called 'The Valency Instrumental Expectancy Theory' explains why employees such as teachers would work or behave as they do in terms of efforts and attitude. It prescribes what management needs to do to influence employees/teachers to apply their efforts and behaviour towards the achievement of organizational goals and as well satisfy the needs of the worker. The theory indicates that employees constantly predict future events regarding efforts and outcome. Vroom therefore believed that people place value on perceived outcome (valance), believe they would achieve certain things if they act in a way (Instrumentality), and believe they can act that way for the outcome (Expectancy).

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

## **2.2 The Concept of Motivation**

Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on

their employees. This is particularly true because the cost of motivating employee to retain with an organization is noted to be far lower than switching cost and searching cost. Kreitner and Kinicki (2012) noted that the term motivation is derived from the latin word 'movere' which means "to move" and they define motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Gering and Conner (2002) define motivation as the force within us that arouses, directs and sustains our behaviour. Ettore (1997) supports the above definitions and states that motivation is the process of arousing, directing and maintaining behaviour towards a goal.

Robbins (2003) stated that motivation is the willingness to exert high levels of effort toward organisation goals, conditioned by the effort and ability to satisfy some individual need. De Cenzo and Robbin (1996) provided a model to explain the process of motivation that is, Employee Organisational effort exerted → goals achieved → Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organisational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances. Armstrong (2006) explains that motivation can take place in two ways, intrinsic and extrinsic motivation.

### **2.2.1 Intrinsic Motivation**

To Armstrong (2006), intrinsic motivation centers on performing an activity for its inherent satisfactions rather than for some separable consequence. A person who is intrinsically motivated acts for the fun or challenge entailed rather than because of external prods, pressures, or rewards. It was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of

reinforcement or reward. Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (De Cenzo & Robbin, 1996).

According to Cole (2004), intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control. Self-beliefs of efficacy play an important role in motivation. Many people motivate themselves and guide their actions by forming beliefs about what they can do. They anticipate possible outcomes of probable actions. They set goals and plan courses of action to realize valued futures. Smith (1997) stated that the individual efficacy expectations, or their beliefs that they can accomplish a given task or activity, are a major determinant of activity choice, willingness to expend effort and persistence.

A lot of theories have been propounded to explain intrinsic motivation but those that were considered in this review are captured in the subsequent sections. Intrinsic motivation stems from three different forms of cognitive motivators which have their corresponding theories. The theories are attribution theory, expectancy-value theory and goal theory. Self-efficacy beliefs operate in all three; individuals who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Many researchers have acknowledged that children's ability beliefs relate to and predict positively their performance in different achievement domains (Kreitner & Kinicki, 2012).

### **2.3 Extrinsic Motivation**

According to Ryan and Deci (2000) extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Various

forms of extrinsic motivation exist, and some are impoverished and others active and useful. If students do not interpret extrinsic motivation well, they can perform actions with resentment, resistance and lack of interest or, on the other hand, if they interpret it well they can perform tasks with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In extrinsic motivation the individual feels externally propelled into action while in intrinsic motivation, the goal is self-endorsed and so adopted with a sense of desire.

Smith (1997) indicated that motivation to learn is a competence acquired through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers). Other researchers posited that students' social motivation and their relations with teachers and peers strongly influence their academic performance and general adjustment to school. Smith further indicated that the elements of both school climate and family environment have a stronger direct impact on academic achievement. Social environment, teacher and student interactions, and peer interactions also influence academic achievement (Kreitner & Kinicki, 2012). It could therefore be concluded that intrinsic motivation is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment. In other words, intrinsic motivation comes from the job content that is generated from within the individual worker and extrinsic motivation also from external conditions. Others (such as management) can provide to arouse motivation for employees to enhance their attitude towards work.

Vandenabeele (2007) also described motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. On their part, Wagner and Hill, (2008) define motivation as the desire within a person causing that person to act. They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Similarly, McBey, and Karakowsky, (2000) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner. According to Isen and Reeve (2005), motivation is a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens, & Campion (2003) have added their voice to an understanding of motivation and described motivation as that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (2004) introduces the element of choice. According to him, motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. Cole's definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values. Motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Jurkiewicz and Massey (1998) they are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation though a personal

experience, engage managers' keen attention at finding reliable links between individual motivation and effective performance and thus work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 2004).

The above discussions suggest that management of organizations should be the principal agent of employee motivation. This is because they manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to ensure future progression.

## **2.4 Teacher Motivation**

To Bennell (2004), work motivation is the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation; 'will-do' and 'can-do'. 'Will-do' motivation refers to the extent to which an individual has adopted the organisations goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals. A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have

been met is it possible for 'higher-order' needs, which is the basis of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem in the study area.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular of which the study area is part. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report neatly summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-

exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries.

On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. A recent survey in Ghana also concluded that teacher morale is reasonably high (Akyeampong, 2003). Only 13 per cent of teacher respondents indicated that they did not enjoy teaching, although nearly one third stated that they did not intend to remain in the teaching profession.

## **2.5 Levels of Employee Motivation**

According to Megginson, and Pietri (2001), there are three levels of employee motivations. 1. The direction of an employee's behaviour. 2. It relates to those behaviours which the individuals choose to perform. 3. The level of effort. It refers to how hard the individual is willing to work on the behaviour. 4. The level of persistence. It refers to the individual's willingness to behave despite obstacles. The authors found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies would have a different motivational impact on diverse people.

Jenkins (2012) investigated what employees may seek from the work environment. Jenkins' discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation.

1. Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs be located.

2. The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals.
3. An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled.

Most employees want fair and consistent company policies in matters affecting them; management they can respect and trust; adequate working relationships with managers and co-workers; acceptable salaries and working environment; (5) appropriate job security assurance; and favourable job status.

The other important factors that can fulfil and motivate employees are: challenging work, work that yields a sense of personal accomplishment, expression of appreciation for good performance, increased responsibility and the chance to grow in the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees.

Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the quality of working life will help employees to increase productivity (the quantity and quality of output per hour worked). The main finding of their research is that job satisfaction is

based on effective management, communication, facilities, and benefits, including salaries, technologies, and future job directions.

## **2.6 The role of Motivation in Organisations**

In the increasingly competitive and rapidly changing world of business, a motivated workforce is a great asset. Motivated employees are more productive, committed and loyal to the organization, Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994) indicate that performance is the result of ability and motivation of employees. The success of an organization depends upon how it attracts, retains, motivates and develops its employees. Thus motivation and retention act as a catalyst in achieving Quality of work life and organizational efficiency. On one hand it helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating work life balance while on the other hand increasing organizational productivity and profitability.

According to Kreitner and Kinicki (2012) motivation is necessary, but not a sufficient contributor to job performance. Gering and Conner (2002) cite the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Gering and Conner argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity. Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately.

To Gering and Conner (2002), an effective manager must understand employees and what motivates them, and that high levels of motivation are very important

contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner added that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organisation. Tosi and Hale (1994) note that the subject of motivation is of interest to psychologists and managers since it is a factor in organisational psychology and human behaviour. As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour.

## **2.7 The Nature of Motivation in the Public Service**

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003). Public service management motives are guided by an intention to do well for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, “altruism” is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of ‘pro-social behaviour’ explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention

that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003).

The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves. Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry's definition of public service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele defined public service as "the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" (Vandenabeele, 2007, p. 547). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

In the institutional theory of Vandenberg (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to “beliefs, paradigms, codes culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenberg, 2007). Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article “The Motivational Bases of Public Service”. In this article, three universal and analytical categories of motives namely, rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Notwithstanding growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of Public Service Motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2008). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

## **2.8 Motivational Strategies and Approaches**

Management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, career development and promotion. Others include empowerment and compensation and financial packages.

### **2.8.1. Recognition of Employees' Good Work Done**

Robbins (2003) noted that recognising employees for the work done is one of the strategies organisations use to motivate employees. Robbins added that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

### **2.8.2 Training and Development**

In the current competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development

programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007, p. 298) defines training as “a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities”.

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

Gbadamosi (2002) added that such human resource concepts as “commitment to the company” and the growth in “quality movements” has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi

further noted that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfy personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa. Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) reported that low levels of training give rise to high levels of employee

turnover and that the provision of good training has a positive effect on employee retention.

### **2.8.3 Participative Management**

According to Robbins (2003) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

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

### **2.8.4 Working Environment and Work Load**

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the

above, Schwartz (1994) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

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

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

challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance.

### **2.8.5 Effective Communication**

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

Armstrong (2006) observed that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

### **2.8.6 Career Growth and Promotion Opportunities**

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

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

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defined mentoring as the process whereby managers provide informal assistance and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organisation. Successful professionals who have made their

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

### **2.8.7 Compensation and other Financial Packages**

Kinnear and Sutherland (2001) posited that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. Kinnear and Sutherland remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a "scorecard" which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe

that in organisations experiencing turnover, compensation was the most common reason given for leaving.

Nonetheless, in organisations with low turnover, compensation was not the reason for staying – instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met. Amar (2004) argued that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Hays (1999) advises that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

Karp, Sirias and Arnold (1999) proposed that, the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclose that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.

It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier. In their own argument, Saari, & Judge (2004) as cited in Meudell and Rodham (1998) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end an expensive and short-term motivator.

Amar (2004) contended that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear.

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

A study on difference among levels of employees in terms of rewards was researched by Maicibi and Nkata (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Complaints about the big teaching load of teachers have been reported by Caryn and Carlson (2000).

### **2.8.8 Empowerment**

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (1997) supported and said empowering is giving authority and liberating potentials of employees. It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997) continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

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

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

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

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the research design, population, sample size and sample technique, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis plan and ethical considerations.

#### **3.2 Research Design**

Bell (2004) describes a research design as a plan or structure for an investigation or a list of specifications and procedure for conducting a research project. In other words research design can be described as a master plan which indicates the strategies for conducting a research. A research design serves as a master plan of the methods and procedures that should be used to collect and analyze data needed by the decision maker.

The researcher employed descriptive survey design for the study. The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Burns & Grove, 2001). The study used a descriptive research design because of the nature of the variables that were at hand, to produce data, required for quantitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time (White, 2000). The study used quantitative method with the use of primary and secondary data. Questionnaires with closed ended and opened ended questions were used to collect data from the respondents to stimulate a high rate of response whilst and also save time.

### **3.3. Population**

According to Kusi (2012) population in research refers to a group of elements or causes, whether individuals or objects or events, that conform to specific criteria and to which one intends to generalize the results of the research. The target population for the study comprised teachers in Mankranso Senior High School in the Ahafo Ano South District.

### **3.4. Sample and Sampling Technique**

A sample is a proportion of the population that participates in the study (Carter, 2000). It is a representative group drawn from the population. Bell (2008) defined sample as a sub-set of a population which must have properties which make it representative of the whole.

Purposive sampling technique was used to select all the 106 teachers for the study. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2007). The standard used in choosing respondents and sites is whether they are “information rich” therefore the researcher settled for teachers who are the focus of the study.

### **3.5. Data Collection Instrument**

The researcher used questionnaire to collect data for the study. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. A questionnaire is cost effective and less time consuming. However questionnaire has a weakness of how to retrieve all the questionnaire administered.

The questionnaire was designed by the researcher from the literature. The questionnaire was divided into four sections. Section A dealt with the demographic data of respondents. Section B sought opinions on motivational packages available to for teacher. Section C asked questions on how motivation affect teachers' performance and Section D demanded responses on adopted measures to improve motivation. Four point likert type scale was used, ranging from strongly Agree to strongly Disagree was used. The likert type scale facilitate easy analysis as they are usable immediately (Bell, 2008).

### **3.6. Pre – Testing of Instrument**

A pilot test was conducted to determine the clarity and reliability of the questionnaire, and to test the internal reliability of the measures. A pre-test was conducted on 30 respondents selected randomly from a senior high school which was outside the study area. The pre-test obtained a reliability Cronbach Alpha of 0.79. The questionnaire was amended for use in the field. The refining of the items in the questionnaire was to make the items very simple for the respondents to understand and respond appropriately to the items.

### **3.7. Validity of the Instrument**

The validity of research instruments was censured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined and strengthened through an extensive review of the literature.

### **3.8. Data Collection Procedure**

The researcher produced an introductory letter from the head of educational leadership department to seek permission from the Ahafo Ano South District Director of Education to conduct the study. After permission was given, the researcher visited the study school to brief the head and teachers on the purpose of the study. Genial relationship was established between the researcher and the respondents to make respondents feel at ease in responding to the questionnaire. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The respondents were given two weeks to complete the questionnaire and visited the schools after the questionnaires have been completed for collection. The researcher achieved 85% return rate as 90 of the questionnaire administered were retrieved.

### **3.9. Data Analysis Plan**

The data collected through the questionnaire were edited and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. The data were coded and entered into the Statistical Package for Solutions and Services (SPSS) and analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The results were presented in tables.

### **3.10. Ethical Considerations**

Ethics as a set of moral principles suggested by an individual or group, and which is widely accepted, offers rules and behavioural expectations about the correct conduct towards respondents (Flick, 2002). Ethical considerations are very important when research is conducted. Participants were assured of confidentiality before, during and

after the study. The researcher bore in mind that subjects must agree voluntarily to participate without physical or psychological coercion. To guarantee the anonymity, the respondents were not required to indicate their names on the questionnaire.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter present results and discussion of data collected for the study. Data for the study was collected with the use of questionnaire administered to teachers as respondents to answer all the research questions. The researcher administered 106 questionnaires that represented 100% to the teachers, but 90 questionnaires were returned which represented 85%. This implied that the analysis was based on 90 respondents that represented 100% in the study. The demographic characteristics of respondents was analysed first.

#### 4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age, highest educational qualifications and teaching experience were examined. These were required to enable the researcher to know the kind of respondents she used in the study. The first part of the analysis concerns gender of respondents for the study. This is shown in Table 4.1.

**Table 4.1: Gender of Respondents**

Gender	Frequency	Percentage
Male	54	60
Female	36	40
Total	90	100

Source: Field Data, 2023

Table 4.1 shows that 60% of the respondents were males while 40% of the respondents were females.

**Table 4.2: Age of Respondents**

Age	Frequency	Percentage
31-40 years	28	31
41-50 years	42	47
51-60 years	20	22
Total	90	100

Source: Field Data, 2023

As shown in Table 4.2, 31% of the respondents were between the ages of 31-40, 47% of the respondents were between the ages of 41-50 while 20% of the respondents were between the ages of 51-60. The result implies that majority of the respondents were between the ages of 41 and 50 and were matured teachers to participate in the study.

#### **Highest Educational Qualification**

The highest educational qualification of respondents was also examined. This was to find out the educational level attained by respondents. Table 4.3 presents the details.

**Table 4.3: Highest Educational Qualification**

Qualification	Frequency	Percentage
Bachelor's Degree	58	64
Master's Degree	32	36
Total	90	100

Source: Field Data, 2023

Table 4.3 shows that 64% of the respondents had Bachelor's Degree as their highest educational certificate, while 36% of the respondents had Master's Degree as their highest educational certificate.

## Teaching Experience

The teaching experience of respondents was also analysed. This was to find out how long respondents have been teaching. Table 4.4 shows the details.

**Table 4.4: Number of Years in the Teaching Profession**

Number of Years	Frequency	Percentage
1-5 years	22	24
6-10 years	24	27
11-15 years	35	39
16 years and above	9	10
Total	90	100

Source: Field Data, 2023

Table 4.4 shows that 24% of the respondents had been in the teaching service for between 1 and 5 years, 27% of the respondents had been in the teaching service for between 6 and 10 years, 39% of the respondents had been in the teaching service for between 11 and 15 years while 10% of the respondents had been in the teaching service for between 1 and 16 years and above.

## 4.2 Answers to the Research Questions

### **Research Question 1: What motivational packages exist for teacher in Mankranso Senior High School in the Ahafo Ano South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on motivation packages that exist for teachers in senior High School. The result is shown in Table 4.5.

**Table 4.5: Motivational Packages existing for Teachers**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Regular Training programmes	32	35	42	47	16	18	-	-
Conducive and congenial physical working environment	38	42	46	51	6	7	-	-
Participatory decision making	18	20	52	58	12	13	8	9
Recognition and reward for performance	28	31	52	58	10	11	-	-
Compensation and other financial packages	42	47	36	40	12	13	-	-
Opportunities for education, training and development	20	22	54	60	16	18	-	-

Source: Field Data, 2023

Table 4.5 shows that 35% of the respondents strongly agreed that regular training programmes was available for senior high school teachers, 47% of the respondents agreed while 18% of the respondents disagreed. The result means that regular training programmes are provided for senior high school teachers. The result is in line with Gbadamosi (2002) who asserted that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees.

Also, 42% of the respondents strongly agreed that congenial physical working environment was available for senior high school teachers, 51% of the respondents agreed while 7% of the respondents disagreed. The result means that congenial physical working environment is available for senior high school teachers. The result is in tandem with

Armstrong (2006) that a clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a congenial environment which enables them to perform. Maintaining a secure environment involves providing employees with job security.

Again, 20% of the respondents strongly agreed that participatory decision making was available for senior high school teachers, 58% of the respondents agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result means that participatory decision making is present for senior high school teachers. The result is in line with Torrington (2002) who proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively. Gbadamosi (2002) also indicated that the involvement of employees in the decision-making process, make them feel that the decisions made are theirs and feel personally responsible for its implementation.

Besides, 31% of the respondents strongly agreed that recognition and reward for performance was available for senior high school teachers, 58% of the respondents agreed while 11% of the respondents disagreed. The result means that teacher are recognized and rewarded for good performance. The result is in conformity with Robbins (2003) that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. If an organisation notices, recognises and rewards specific behaviour or performance, that behaviour will tend to be repeated and reinforced.

Additionally, 47% of the respondents strongly agreed that compensation and other financial packages were available for senior high school teachers, 40% of the respondents agreed while 13% of the respondents disagreed. The result means that compensation and other financial packages exist for senior high school teachers. The result agrees with Kinnear and Sutherland (2001) who emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator.

Finally, 22% of the respondents strongly agreed that opportunities for education, training and development was in place for senior high school teachers, 60% of the respondents agreed while 18% of the respondents disagreed while 7% of the respondents disagreed. The result means that opportunities for education, training and development are available for Senior High School teachers. The result corroborates Gbadamosi (2002) availability of training and development opportunities are a motivating factor for employees in organisations. Gbadamosi further indicated that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development to enhance efficiency.

**Research Question 2: How do existing motivational packages affect teachers' performance in Mankranso Senior High School in the Ahafo Ano South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the effects of motivational packages existing for teachers. The result is shown in Table 4.6.

**Table 4.6: How Motivational Affect Teachers' Performance**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Enable teachers to be empowered to have confidence in the teaching and learning process	32	35	42	47	16	18	-	-
Enable teachers to use variety of teaching and learning strategies to improve teaching and learning.	28	31	46	51	16	18	-	-
Enable teachers to have self-efficacy to promote instruction	52	58	30	33	8	9	-	-
Teachers are provided with serene atmosphere to promote teaching and learning	40	44	37	41	8	9	5	6
Enable teachers to adequately prepare towards work timely to promote instruction	24	27	48	53	18	20	-	-
Enable teachers to discipline student to promote teaching and learning	54	60	24	27	12	13	-	-

Source: Field Data, 2023

Table 4.6 shows that 35% of the respondents strongly agreed that the existence of motivational packages enable teachers to be empowered to have confidence in the teaching and learning process, 47% of the respondents agreed while 18% of the respondents disagreed. The result means that motivation of teachers enable teachers to be regular and punctual to school to improve teachers' performance.

Again, 31% of the respondents strongly agreed that the existence of motivational packages enable teachers to use variety of teaching and learning strategies to improve teaching and learning, 51% of the respondents agreed while 18% of the respondents disagreed. The result means that motivation of teachers help to improve students and teachers' performance due to improved teaching strategies.

Moreover, 58% of the respondents strongly agreed that the existence of motivational packages enable teachers to have self-efficacy to promote instruction, 33% of the respondents agreed while 9% of the respondents disagreed. The result means that motivation of teachers enable teachers to have self-efficacy to promote instruction.

Also, 44% of the respondents strongly agreed that the existence of motivational packages, teachers are provided with serene atmosphere to promote teaching and learning, 41% of the respondents agreed, 9% of the respondents disagreed while 6% of the respondents strongly disagreed. The result means that motivation of teachers creates a productive atmosphere for teaching and learning and promotes teachers and students success.

Again, 27% of the respondents strongly agreed that the existence of motivational packages enabled teachers to adequately prepare towards work timely to promote instruction, 53% of the respondents agreed, 20% of the respondents disagreed while 11% of the respondents strongly disagreed. The result means that motivation of teachers enable teachers to adequately prepare towards work on time to promote teaching and learning.

Finally, 60% of the respondents strongly agreed that the existence of motivational packages **enable teachers to discipline student to promote teaching and learning**, 27% of the respondents agreed while 13% of the respondents disagreed. The result means that motivation of teachers gives teachers the power to maintain discipline to improve students' success.

All the results and analysis in Table 4.6 are in tandem with Ettore's (1997) assertion that motivation is the process of arousing, directing and maintaining behaviour towards a goal. In support, Robbins (2003) stated that motivation is the willingness to exert high levels of effort toward organisation goals, conditioned by the effort and ability to satisfy some individual need. De Cenzo and Robbin (1996) also provided a model to explain the process of motivation that is, employee organisational effort exerted, goals achieved and Individual needs satisfied. The process of motivation model shows that employee's effort leads to achievement of organisational goals with resultant satisfaction of individual needs. From whichever source employees get motivated, the above discussions portray that management of organizations should be the principal agent of employee motivation to achieve high employee performance and retention to ensure future progression.

### **Research Question 3: What motivational packages promote teacher retention in Senior High School in the Ahafo Ano South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the best motivational packages that promote teacher retention. The result is shown in Table 4.7.

**Table 4.7: Measures to Improve Teacher Motivation**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	N %	N %	N %	N %
Training, education and development	42 47	36 40	12 13	-
Congenial working environment	28 31	56 62	6 7	-
Participatory decision making	18 20	52 58	21 22	-
Recognition and reward for performance	20 22	54 60	16 18	-
Employee empowerment	26 29	54 60	6 7	4 4
Career Growth and Promotion Opportunities	34 38	44 49	12 13	-

Source: Field Data, 2023

Table 4.7 shows that 47% of the respondents strongly agreed that training, education and development was one of the measures that improve teacher motivation, 40% of the respondents agreed while 13% of the respondents disagreed. The result means that training, education and development is a measure that improve teacher motivation. The result is in line with Wan (2007) who suggested that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Also, 31% of the respondents strongly agreed that congenial working environment was one of the measure that improve teacher motivation, 62% of the respondents agreed while 7% of the respondents disagreed. The result means that

congenial working environment is a measure that help to improve teacher motivation to remain in the teaching service. The result is consistent with Schwartz (1994) that teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. Working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure (Armstrong, 2006).

Besides, 20% of the respondents strongly agreed that participatory decision making was one of the measure that improved teacher motivation, 58% of the respondents agreed, 22% of the respondents disagreed while 9% of the respondents strongly disagreed. The result means that participatory decision making is a motivational package that promote teacher to retention. The result is in conformity with Robbins (2003) participative management enables subordinates to share a significant degree of decision-making power with their superiors. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations.

Again, 22% of the respondents strongly agreed that recognition and reward for performance was one of the measures that improved teacher motivation, 60% of the respondents agreed while 18% of the respondents disagreed. The result means that recognition and reward for performance is a motivational package that promotes teacher retention. The result is in ltandem with Robbins (2003) that recognising employees for the work done is one of the strategies organisations use to motivate employees. Robbins

added that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done.

Additionally, 29% (26/29) 54(60) 6(7) 4(4) of the respondents strongly agreed that employee empowerment was one of the measure that improved teacher motivation, 60% of the respondents agreed, 7% of the respondents disagreed while 4% of the respondents strongly disagreed. The result means that employee empowerment is a motivational measure that promotes teacher motivation. The result is consistent with Smith (1997) who indicated that empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels.

Finally, 38% of the respondents strongly agreed that career growth and promotion opportunities was one of the best motivational packages that promoted teacher retention, 49% of the respondents agreed while 13% of the respondents disagreed. The result means that career growth and promotion opportunities are a measure that improve teacher motivation. The result agrees with Choo and Bowley (2007) that career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) further indicated that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In support, Agho

(1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter comprised the summary of the findings of the study, conclusions, recommendations and suggestions for further study.

#### **5.1 Summary**

The purpose of the study was to investigate teacher motivation and its impact on teacher's retention in Senior High Schools in the Ahafo Ano South District. The objectives of the study were to find out the motivational packages existing for teacher in Senior High School in the Ahafo Ano South District, determine how the existing motivational packages affect teachers job performance in Senior High School in the Ahafo Ano South District and to identify motivational packages that promote teacher retention. The researcher employed a descriptive survey design for the study. The population for the study was teachers of Mankranso Senior High School in the Ahafo Ano South District. Purposive sampling was used to select all the teachers. The sample size was 90 teachers. Structured questionnaire was used to collect data for the study.

#### **5.2 Main Findings**

The study revealed that the motivational packages existing for teachers were regular training programmes, congenial physical working environment, participatory decision making, recognition and reward for performance, compensation and opportunities for education, training and development.

On how motivation affected teachers, the study revealed as teachers were enabled to be empowered to have confidence in the teaching and learning process, enable teachers to use variety of teaching and learning strategies to improve teaching and learning, Enable teachers to have self-efficacy to promote instruction, Teachers are provided with serene atmosphere to promote teaching and learning, Enable teachers to adequately prepare towards work timely to promote instruction and also Enable teachers to discipline student to promote teaching and learning.

The study finally revealed that measured that could be adopted to improve teacher motivation that promoted teacher and learning were training, education and development, congenial working environment, participatory decision making, recognition and reward for performance, employee empowerment and career growth and promotion opportunities.

### **5.3 Conclusions**

The study found that various motivation packages existed in senior high schools. It is therefore concluded that motivational packages existed for teachers in the study area as they had the opportunity to attend regular training programmes and also had the opportunities for education, training and development.

The study revealed that motivation affected teachers in several ways. It could also be concluded that if teachers in the study area were provided with various motivation, then then both teachers and students performance would improve for the success of the school.

The study found that measures to improve motivation include, were training, education and development, congenial working environment, participatory decision making, recognition and reward for performance, employee empowerment and career

growth and promotion opportunities. It is concluded that the adaptation of these measures could help to improve teacher motivation in senior high schools.

#### **5.4 Recommendations**

Based on the findings and the conclusions made, it is recommended that:

1. The Ghana Education Service should liaise with Municipal and District Directors of Education to organize regular training for teachers to build their capacity.
2. The Ahafo-Ano South District Directorate of education should apply the various motivational packages as it was found to affect teachers positively.
3. The Ahafo-Ano South District Directorate of education should liaise with heads to apply the measures the study revealed to improve motivation in senior high schools.

#### **5.5 Suggestion for Further Studies**

This study investigated teacher motivation at Mankranso Senior High Schools in the Ahafo-Ano South District which is a public school. So, further study should be conducted to investigate teacher motivation in private Senior High Schools in the Ahafo-Ano South District.

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## APPENDIX A

### AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR RESPONDENTS

**INSTRUCTION:** Please (✓) tick the most appropriate response.

#### SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

a). 21- 30 [ ]

b). 31- 40 [ ]

c). 41- 50 [ ]

d). 51- 60 [ ]

1. What is your sex?

a). Male [ ]

b). Female [ ]

3. What is your highest educational qualification?

a). Diploma [ ]

b). Bachelor's Degree [ ]

c). Master's Degree [ ]

5. For how many years have you been teaching?

a) 1-5 years [ ]

b) 6-10 years [ ]

c) 11-15 years [ ]

d) 16 years and above [ ]

6. How long have you been in the service?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 years and above [ ]

21 years and above [ ]

**SECTION B: Teacher Motivational Packages**

This part of the questionnaire contains items that seek to find out motivational packages existing for teachers in Senior High Schools in the Ahafo-Ano South District. On a 4-point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

	<b>Statement</b>	SA	A	D	SD
1.	Regular Training programmes				
2.	Congenial physical working environment				
3.	Participatory decision making				
4	Recognition and reward for performance				
5	Compensation and other financial packages				
6	Opportunities for education, training and development				

### SECTION C: HOW MOTIVATION AFFECT TEACHERS

This part of the questionnaire contains items that seek to find out the how motivation affect teachers in Senior High Schools in the Ahafo-Ano South District. On a 4-point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

	<b>Statement</b>	SA	A	D	SD
1.	Enable teachers to be empowered to have confidence in the teaching and learning process				
2.	Enable teachers to use variety of teaching and learning strategies to improve teaching and learning.				
3.	Enable teachers to have self-efficacy to promote instruction				
4	Teachers are provided with serene atmosphere to promote teaching and learning				
5	Enable teachers to adequately prepare towards work timely to promote instruction				
6	Enable teachers to discipline student to promote teaching and learning				

## **SECTION D: MEASURES TO IMPROVE TEACHER MOTIVATION**

This part of the questionnaire contains items that seek to find out measures adopted to improve teacher motivation at the Ahafo-Ano South District. On a 4-point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

	<b>Statement</b>	SA	A	D	SD
1.	Training, education and development				
2.	Congenial working environment				
3.	Participatory decision making				
4	Recognition and reward for performance				
5	Employee empowerment				
6	Career Growth and Promotion Opportunities				

**THANK YOU**