UNIVERSITY OF CAPE COAST

THE FOUNDATIONS OF JOB MOTIVATION AMONG TEACHERS OF

SECOND CYCLE INSTITUTIONS IN MAMPONG MUNICIPALITY OF THE

ASHANTI REGION

FELIX ATINGYENA ACHAGI

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BY

FELIX ATINGYENA ACHAGI

Dissertation submitted to the Institute for Development Studies of the Faculty of

Social Sciences, University of Cape Coast in partial fulfilment of the requirements

for award of Master of Arts degree in Human Resource Management.

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Name: Felix Achagi Atingyena

Signature:……………………………   Date:………...………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Name: Drs. N.K.T. Ghartey

Signature:…………………………………   Date:…………………...……

ABSTRACT

Motivation is the key to creating an environment where optimal performance is possible in organisations including educational institutions. On the basis of this assertion, this study focused on the 'correlates of job motivation among teachers of second cycle institutions in the Mampong Municipality of Ashanti Region'.

The research design used was a descriptive survey with a sample of 119 respondents. The respondents were graduate teachers selected from Amaniampong, Saint Joseph Seminary and Saint Monica's Senior High Schools. A questionnaire was the instrument that was used to collect data for the study. The questionnaire was pilot-tested with respondents selected from the Kofiase Seventh-day Adventist Senior High School with 20 respondents. Data collected were edited and analysed manually and electronically using the SPSS. Specifically, frequency tables and percentages were used to present the results that emerged from the analysis. The results of the study indicated that 70% to 95% of graduate teachers agreed with factors that other researchers proposed to be the factors that motivate graduate teachers, while about 62% were dissatisfied with the conditions of service.

Based on the findings of the study it was recommended that the Ghana Education Service should take remedial measures to address the concerns raised by respondents especially, those that related to salary, incentives, opportunity for professional growth and development and promotion modalities.

DEDICATION

To my dear mother, Madam Flora Atingyena.

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LIST OF ACRONYMS

GES	-	Ghana Education Service
GPRS	-	Ghana Poverty Reduction Strategy
MOF	-	Ministry of Finance
NAGRAT	-	National Association of Graduate Teachers
SHS	-	Senior High Schools
SPSS	-	Statistical Product and Service Solutions

CHAPTER ONE

INTRODUCTION

Background to the study

The cost of educating people is high and yet very crucial to national development, therefore a developing country cannot afford to channel all its resources to other areas of the economy and neglect the sector. The Ghana Poverty Reduction Strategy (GPRS II) identifies the Education Sector as key in the production of the requisite human capital for the attainment of middle income country status of a per capita income of US$ 1000 by 2015 (Ministry of Finance [MOF], 2006). There is thus the need to place emphasis on formal education to achieve this dream.

In line with this, Ghana as a developing country is making all efforts to increase the level of literacy among its populace. This is why education usually takes a great chunk of the nation's budget. In 2005, the focus of the Ministry of Education and Sports was on activities leading to increasing access to education, improving the quality of education delivery, ensuring the attainment of gender parity in schools and the intensification of Ghana's preparations towards participation in major international sporting events (MOF, 2006). This stresses the importance the country attaches to education.

With respect to all of the above it should be clear that teachers play a vital role in the development agenda of Ghana. Therefore there is the need to focus on their proper management as resources to enable them deliver as expected. The Mampong Municipality of the Ashanti Region, the area of study has had its fair share of the challenges in striving to achieve this national educational agenda. The municipality is endowed with many educational institutions right from the basic to the tertiary levels. Among these institutions are five second cycle schools, the main focus of this study. The turn-over among personnel, declining performance in some of these second cycle institutions, apparent job dissatisfaction and unattractiveness among others, call for a closer look at what might be the effects of the phenomenon on our educational system in particular, and national development in general.

In the recent past, teaching was seen as an enviable and a noble profession to which everybody wanted to belong. Teachers appeared satisfied and were really eager and ready to put up their best throughout the country. Today, the situation leaves much to be desired as standards in the educational sector have generally fallen, resulting in incidences of examination malpractices, labour turnover or labour drift in terms of personnel to sectors other than teaching. The cardinal reason for this phenomenon is quite unclear but according to available literature in psychology, motivation plays a major role in influencing the desire of people to work. It has been noted that a group of people would work or not work depending on the interplay of some motivational factors within their jobs (Reiss, 2004).

Human beings behave the way they do for some reasons. While some motives are purely directed towards the satisfaction of physiological needs, others are the result of drives to satisfy some social needs. A worker on the job is constantly confronted with changing needs that result in a certain specific behaviour pattern. It is said that motivational factors that direct people's behaviour also determine the intensity or strength of the type of behaviour they exhibit. It therefore implies that the stronger the motivation the more likely the individual will act (Solomon, Kavanuagh & Cinder, 1983). Hence the behaviour of a motivated person differs from that of an unmotivated person. Some psychologists such as Wilson and Rosenfeld (1990) hold the view that job motivation may be increased in some workers when they are provided with incentives, higher salaries, social status, job security, compensation and benefits and many more. It is against this background that some organisations employ various factors to induce their employees to increase productivity. Existing models on motivation continue to serve as useful guides in dealing with motivational factors.

Maslow (1984) points out that, man continues to be a 'wanting-animal' all his life because he is confronted with sets of needs such that when one set of needs is catered for other needs come up. Teachers, when given equipment and facilities to work with, would be anticipating the payment of some allowances as well as some extra remuneration for work done. The hierarchy of needs postulated by Abraham Maslow contends that human beings ascend the ladder of needs one

after the other in an orderly manner right from the very basic physiological human needs to the apex of the ladder - self actualisation.

The zeal to continue working seems to be influenced by the expectations and goals that people set to achieve for themselves. Casio (1999) observes that people do what they are rewarded for doing, repeat rewarded behaviour and increase output when their expectations are met. The problem with human beings is that they tend to avoid work and would not work on their own volition unless coerced or compelled to do so (Maslow, 1984). As a result of these innate characteristics of man, there is absolute need to motivate him through both tangible and intangible means for him to work hard.

All these analogies go to augment the fact that man has certain innate desires and needs that form part and parcel of him and need to be satisfied either materially or in other forms. The satisfaction of this catalogue of needs undoubtedly would spur him on to work even harder. These problems in the workplace have led the researcher to investigate which factors were likely to influence the level of motivation of the teachers of second cycle schools in Mampong Municipality of the Ashanti Region.

Statement of the problem

With the introduction of the new educational reforms in 1987, it became necessary to increase the number of Senior High Schools (SHS) and other second cycle institutions to match the increased number of basic schools. Since the enrolment levels at the second cycle institutions had increased by the years (a

direct reflection of the numbers that passed the Basic Education Certification Examination), there was the need to increase the number of graduate teachers to handle the increased number of students gaining entry into the second cycle institutions (Mohammed, 2002).

Also, since the inception of the new educational reforms, there have been incidents of graduate teachers leaving the teaching service to other areas of employment. According to Antwi (1992), it was known that about 70 percent of the new graduates from universities undertook their national service as teachers in the Senior High Schools. Of this proportion, over 90 percent opted out of the teaching field after the completion of their mandatory years of National Service. The survey attributed the cause of this to frustrations encountered by graduate teachers economically, politically and socially. These are likely to impact directly on the performance of the graduate teacher on the job.

The dissatisfaction with conditions of service among graduate teachers was clearly shown when a group of graduate teachers decided to take a nation-wide strike action to back their demands for better salaries and other conditions of service, which further led to the formation of the National Association of Graduate Teachers (NAGRAT) in 2003. Indeed, this is a clear indication of the degree of dissatisfaction among graduate teachers in the country.

Nonetheless, graduate teachers are major stakeholders in the educational sector; they play vital roles in ensuring that there is effective teaching and learning in schools. They have the responsibility for the development of individuals who would contribute meaningfully to society - a herculean task that

needs to be supported fully. It should be noted that the outcomes of teachers' roles constitute part of the performance indicators expected of teachers. However, as indicated above, teachers appear not to be motivated enough to champion this noble and all-important role of ensuring quality education to the citizenry. It is usually difficult for motivational levels of people to be determined by psychological factors only without relating them to the environmental factors in the world of work. Since it was difficult to determine motivational levels of the respondents, five psychological factors were considered to determine their effects on job motivation of teachers in second cycle institutions in Mampong Municipality of the Ashanti Region as a case study.

Purpose of the study

In view of the problem stated, this study was intended to investigate the relationship between teacher motivation and performance in second cycle institutions in the Mampong Municipality of the Ashanti Region. Specifically, the study sought to establish the extent to which such factors as promotion, status, opportunity for professional growth and development, salary, incentives, affect or contribute to Ghanaian teacher motivation and performance in general. Furthermore, this study sought to establish the extent to which teacher motivation is directly related to teacher performance.

Objectives of the study

The general objective of the study is to evaluate the motivational packages or schemes made available by Ghana Education Service (GES) to ensure higher performance in teaching in second cycle institutions. To pursue this research goal, the following specific objectives are targeted:

1. To identify whether teachers consider motivation as a core issue that influences optimum job performance and satisfaction.

2. To evaluate the extent to which promotion could be used to motivate teachers in the Mampong Municipality.

3. To examine how salary levels of teachers act as motivators.

4. To identify the extent teacher incentives impact on teacher motivation.

5. To determine how teachers' image and status act as motivators for graduate teachers.

6. To examine the extent opportunity for professional growth and development act as motivators for teachers.

7. To make a recommendation on what to do ensure that teachers are optimally motivated.

Research questions

The questions which the research sought to provide answers to included:

1. Do teachers consider motivation as the major factor for high performance and job satisfaction?

2. To what extent would the promotion of teachers motivate teachers of second cycle schools of the Mampong Municipality of Ashanti Region?

3. To what extent would salary levels of teachers be a motivational factor for teachers in second cycle schools in Mampong Municipality of the Ashanti Region?

4. To what extent would the provision of incentives motivate teachers of second cycle schools of the Mampong Municipality of Ashanti Region?

5. To what extent would the image and status of teachers of second cycle schools in Mampong Municipality of the Ashanti Region be a factor of motivation for them?

6. To what extent would the opportunity for professional growth and development be a motivational factor for teachers of second cycle schools in the Mampong Municipality of Ashanti Region?

7. What measures should be instituted to ensure that teachers at the SHS levels are appropriately motivated?

Significance of the study

A study of correlates of job motivation and performance among teachers is important, considering the role of education as a vehicle for economic and national development. To this end, the study would be primarily significant to researchers, parents and stakeholders in education, the GES and career counsellors.

With the study area as a case study, the results would provide some indication of job satisfaction of teachers in Ghana. It would also help to identify the group of teachers who are likely to have problems with respect to job motivation and how it might affect their performance. The government would obtain empirical evidence on many of the issues discussed in this write-up which are associated with job motivation and its effects on graduate teachers' performance.

Again, researchers who want to carry out further studies on the topic could utilize the findings of this study as an empirical starting point. The findings and recommendations are likely also to create the much-needed awareness among teachers to strive to improve themselves without compromising their professional principles. Finally, the findings of the study would help establish whether teacher motivation accounts for high performance in second cycle institutions in Mampong Municipality of the Ashanti Region.

Delimitation of the study

The study was delimited to motivation and performance of graduate teachers in second cycle schools in Mampong Municipality of the Ashanti Region. The target population was confined to graduate teachers in second cycle institutions in the municipality. The specific variables studied included the following:

1. Concept and practice of motivation.
2. Opportunities for promotion at the workplace.

3. Salaries and wages as a reward of labour.

4. Incentives in job and job motivation of teachers.

5. Status and public perception of teachers.

6. Opportunity for professional growth and development of teachers.

Limitations

The study was confined to only Amaniampong, St. Joseph Seminary and St. Monica's Senior High Schools in Mampong Municipality of the Ashanti Region due to time and financial constraints. The implication for the entire research was that, the results and conclusions of the study would be applicable only to graduate teachers in second cycle institutions in Ashanti Region. Hence, the generalizations and conclusions could not be very accurate and meaningful in a national context even though similar conclusions may be arrived at from other studies.

Organisation of the study

The study is presented in five chapters. The first chapter discusses the relationship between teacher motivation and performance. In brief the introduction focused on the foundations of motivation and the impact they have on employee optimum performance. Chapter two reviewed literature that was related to employee motivation and the impact it has on teacher performance. The methodology chapter was used to detail the steps taken to collect and analyse data, present and discuss results. Analysis of data and discussion of the findings

are done in chapter four, whilst chapter five presents the summary of findings and

their implications, the conclusions and recommendations made from the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with job motivation and its relationship with performances of teachers and the teaching - learning process as a whole. Among the sub-headings used for the literature review included the concept and practice of motivation, opportunities for promotion at the workplace, salaries and wages as a reward of labour, incentives in job and job motivation of teachers, status and public perception of teachers and opportunity for professional growth and development of teachers.

The concept and practice of motivation

Motivation is a major concern to organisations. In spite of its importance, motivation is still a difficult concept to define. Reiss (2004) makes a similar point when he states that, motivation often receives no precise conceptual designation and implicit and explicit meanings of the term commonly differ (p.97). The difficulty in defining the concept has been attributed to the fact that motivation has no fixed meaning in contemporary psychology (Weightman, 2008).

According to Staw (1983), motivation is generally defined as "a proponent state that energizes and guides behaviour. It is rarely measured directly, but it is

inferred from changes in behaviour, or even attitudes" (p.302). Robbins and Judge (2007) refer to motivation as "the degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness" (p.59). Furthermore, motivation "is a process of influencing or stimulating a person to take actions that will accomplish a desired goal" (Mondy, Homes & Flippo, 1980, p. 263). On their part, Mathis and Jackson (1982) explain that motivation is an emotion or desire operating on a person's will and causing that person to act, Middlemist and Hitt (1981) refer to it as "the wilful desire to direct one's behaviour towards a goal" (p.136). Furthermore, Hoy and Miskel (1987) define motivation as "the complex forces, drives, needs, tensions states, or other mechanism that start and maintain voluntary activity directly towards the achievement of personal gaols" (p.152).

A careful analysis of the definitions listed reveals a number of ideals about the concept of motivation. It involves purposive, designated or goal-directed behaviour; also, it deals with what starts and energises human behaviour, how it is directed and sustained. It is related not only to behaviours but also to performance: it involves certain "forces" acting on or within a person (to initiate and direct behaviours): it is not measured directly but inferred from behaviour and even attitudes.

Factors that may motivate graduate teachers

According to Bermosa (2008), the most important factor in the teaching-learning process is the teacher and without them education will not be possible.

He continues to state that teachers are like computers who are always engaged in multi-tasking. They perform various tasks not only as teachers but as facilitators, advisers, guidance counsellors, friends, confidantes, parents and many others. It had never been easy to perform the many and varied tasks of a teacher. Sometimes the only compensation they received as a fruit of their labour is seeing their students learn and seeing them as successful individuals in the future.

Thomas (2004) recounts that after the teacher had worked for eight hours in the school, there are several school-related works to be accomplished at home, like preparing the lesson plan for the subsequent days, checking and recording of test papers and many others. In short, the teacher's obligation goes home with them unlike office workers. It is actually a very tiring profession, physically and mentally.

It is on the basis of the above that Bermosa (2008) evolved five effective ways of motivating teachers at different levels of education. First and foremost, he suggested that educational managers should give teachers sufficient salary so that their financial problems at home will be less burdensome on their part. He was convinced that that a teacher cannot perform his duties well if he is not properly compensated. A revealing suggestion is made that:

> Teachers should be given substantial allowance for travel and for school supplies needed in the effective and efficient conduct of teaching. Instructional materials like maps, globe, chalks, eraser, drawing materials and many others should not be shouldered by teachers themselves (Bermosa, 2008, p. 3).

Secondly, he suggested that teachers should be provided with more conducive rooms suitable for best teaching-learning outcomes with all the necessary amenities. The rooms should be properly ventilated, properly lighted and with all the necessary safety features like availability of fire and earthquake alarm and fire extinguishers and fire escape among others. He explained that the provision of such classroom environment will surely result not only to a better teaching-learning result but also keep teachers motivated, happy and a bit relaxed not worrying so much on the welfare of students in case calamities like earthquake or fire happens.

Thirdly, Bermosa (2008) suggested that schools administrators should be keen on the professional growth of teachers. He maintains that teachers who are qualified for the next higher position should not be deprived of such privileges and that steps for incremental jumps should be prepared and given to the teacher on time. Besides that, administrators should encourage teachers to enrol and finish their master's degree or doctoral courses for a better chance to be promoted to the next higher position.

Finally, Bermosa suggested that school administrators should always maintain a harmonious relationship among members of the institution and make sure that all the teachers including staff are properly motivated and encouraged from time to time. Teachers, like students are also individuals who long for encouraging words and praises no matter how small their contribution and achievement are. Teachers are not motivated to teach well if they have an administrator who is moody and a dictator.

Relationship between motivation and age of employees

Several researches had been undertaken into what can motivate workers that most. In this section attempts are made to sample some of these findings and what they point to. In the first place it should be pointed out that research on age and motivation shows that different work characteristics motivate older and younger workers. However, the results are mixed. Kalleberg and Loscocco (1983) and Wright and Hamilton (1978) found out that the importance placed on many job features are stable across different ages, but that income and promotion opportunities are of greater concern among younger people (Warr, 1997).

Gruenfeld (1962) found that older supervisors prefer jobs with greater job security, and fewer worries, tensions and troubles. On the other hand, Phillips, Barrett and Rush (1978) found that older workers prefer more responsibility, interesting work, and attention demands, whereas younger workers prefer autonomy and social opportunities. Warr (1997) has drawn together the limited empirical evidence about preferences at different ages for key job features, suggesting that across the years overall decreases are likely in the importance of high job demands, job variety and feedback.

Furthermore, older workers seem more concerned with job security and physical security. Finally, various studies have shown that for older workers, job satisfaction is more closely related to intrinsic factors or internal rewards of work (Kanfer & Ackermann, 2004; Valentine, Valentine & Dick, 1998). Nevertheless, few studies have examined the impact of aging on work motivation (Bourne, 1982; Lord, 2004). Furthermore, according to Cooper and Robertson (1991), there

has been little research on age differences in expectancy motivation or any other motivation theory. Arvey and Warren (1976) shared the view held by Cooper and Robertson (1991). Rhodes (1983) reviewed more than 185 studies to examine age-related differences in internal work motivation and found only a few relevant studies. These studies reported a positive (weak) relationship between age and internal work motivation. Lord (2004) examined the work motivation of older knowledge workers and found that the primary reasons older workers remain active in the workforce is that they enjoy working, derive satisfaction from using their skills, gain a sense of accomplishment from the job they do and enjoy the chance to be creative.

Some relevant theories of motivation

This section reviews some of the relevant theories of motivation as far as this study is concerned. Such a review is necessary because, motivation is fundamental to this study, which sought to establish the relationship between certain motivational factors and how they affect the output of the teacher.

Maslow's hierarchy of needs theory

Maslow's hierarchy of needs is important to this study. This theory suggests that people in organisations are motivated to perform by a desire to satisfy a set of internal needs. Maslow's theory had been cited by several scholars such as Oluchukwu (2000). Oluchukwu indicates that Maslow's needs framework has three basic assumptions, which are that people are beings whose wants

(needs) influence their behaviours; also, a person's needs are arranged in order of importance (hierarchy), from the most basic (food and shelter), to the complex (ego and achievement); and lastly, a person advances to the next level of hierarchy (or from basic towards complex needs) only when the lower need is at least minimally satisfied.

Ukeje (1991) states that Maslow in describing human needs in biological terms, believes that human beings have certain inherent needs, which they strive to fulfil. According to Ukeje, Maslow meant that every need arises from an imbalance or disequilibria between what human nature deems necessary for the health of a person and what a person's environment provides.

The need hierarchy of Maslow has five levels of needs, starting from the lowest point to the highest. These are: physiological needs which include food, water, air, sexual gratification and other primary needs such as clothing, shelter and so on. Maslow contends that when physiological needs are unsatisfied, no other needs will serve as a basis for motivation. In work places such as the school, the salaries teachers in particular earn help them to fulfil this category of needs (Oluchukwu; 2000).

Maslow's second type of needs are safety needs, which include security, protection against danger and accidents, threats, deprivation and protection from physical or psychological harm, economic disaster and the unexpected. They also include the desire for stability and absence from pain and illness and job security. In educational institutions, fringe benefits, retirement or pension schemes,

insurance benefits, mechanical or health services, job security and safe working conditions, among others, often meet such needs (Ofoegbu, 2004).

Again, Ofoegbu (2004) dilates on social needs as postulated by Maslow. They involve the need for affection, association, love, friendship, interaction and acceptance in relationship with other people. Social needs are often satisfied through social interaction in which people give and receive friendship and love. Non–satisfaction of any of these needs may affect the mental health of the employee and may be evident in high absenteeism rates, poor performance, low job satisfaction and possible emotional breakdown (Donnelly, Gibson & Ivancevich, 1984).

The next set of needs as put forward by Maslow is 'ego needs'. They include the need to achieve, to be competent, gain self-respect, prestige, independence and freedom, approval, reputation, social status and recognition. Ego needs in educational settings may be satisfied by job title and responsibilities, praise, pay increases, peer/supervisory recognition and competent management. In the teaching profession a teacher could rise to the level of director of education, headmaster/mistress or even the director general of the Ghana Education Service. This is the realm of self-actualisation. Thus, self-actualisation needs are the self-fulfilment of personal goals, ambition and potentials (Kanu, 1997).

Arguably, Maslow's theory is one of the most popular of the theories of motivation. It has been praised for its simplicity, which makes it easy to comprehend. Donnelly *et al.* (1984) note that Maslow's need hierarchy has "a

great deal of common sense validity and points out some of the factors that motivate people in business, education and other types of organisations" (p. 314).

In spite of its popularity and wide acceptance, the theory has a number of limitations. First, the theory has been questioned as to whether five need levels exist. Another view against the theory is that its empirical basis is questionable. Data from longitudinal studies have suggested that the number of need levels can range from two to as many as seven (Greenberg, 2000).

Secondly, Locke and Latham (2002) and Wahba and Bridwell (1976) have questioned the idea of pre-potency. They hold the view that several needs may be strong at the same time. Mines (1980) also points out that Maslow's clinical studies even showed that the idea of potency may not be relevant for all individuals. However, as has been pointed out by Bigge and Hunt (1980), this notion does not apply to insane geniuses in that they achieve self-actualisation not only in the central interest but in other areas as well. According to Maslow's predictions, if we experience two incompatible needs we will direct our behaviour in order to meet the lower need first. We might pay less attention to art or social recognition when we are starving. In fact, the most central of Maslow's theory is that people tend to satisfy their needs systematically, starting with the basic physiological needs and then move up the hierarchy. Until a particular group of needs is satisfied, it will dominate a person's behaviour. Thus a hungry person is not going to be motivated by consideration of safety or affection until his hunger has been satisfied. Maslow revised his position later by stating that there was an exception to the rule in respect to self-actualisation needs. In this case, satisfaction

of one need seems to give rise to further needs in realising one's potential (Weightman, 2008).

Again, Maslow postulates that an individual's basic needs must be met before he or she looks for the next higher level of need. As lower needs are satisfied higher level needs become important as motivators. Looking at Maslow's needs hierarchy theory in relation to the teaching field, it can be argued that teachers require adequate pay, belongingness, recognition, and good conditions of service before they can achieve self-actualisation. The theory, when applied to teacher job motivation and its relation to teacher performance, offers a sound framework for this study. The implication of this theory to the study is that, if teachers' needs such as increases in pay, their interaction with colleagues, involvement in decision-making, good conditions of service and recognition are met, they would be satisfied and motivated to put up their best (Ofoegbu, 2004; Oluchukwu, 2000; Ukeje, 1991).

Herzberg's two- factor theory of motivation

Herzberg developed the two factor theory of motivation around 1959 and it has been cited by several scholars and researchers in staff and employee motivation. The two factors as originally postulated by Herzberg are: dissatisfiers and satisfiers, which have also been generally categorised as hygiene factors versus motivators or extrinsic versus intrinsic factors. It has been argued that the factors that lead to job satisfaction are separate and distinct from those that lead to

job dissatisfaction. According to his theory job satisfaction and dissatisfaction do not stem from the same conditions (Herzberg, Mausner & Snyderman, 1993).

Firstly, there are extrinsic job conditions whose absence or inadequacies cause dissatisfaction among employees. However, if these conditions are adequate, it does not necessarily mean the employees are motivated. These extrinsic contextual factors are the satisfiers or hygiene factors. They include job security, salary, work conditions status, company policies, and relations among peers, supervisors, subordinates and also fringe benefits.

Secondly, according to Herzberg et al. (1993), intrinsic job factors are there to help build the levels of motivation in which good job performance exists. However, if these conditions are not present, it does not cause dissatisfaction. These intrinsic conditions include achievement, recognition, challenging work responsibilities, advancement, personal growth, learning on the job and professional development. Again, these factors contribute to positive attitudes. One can conclude, therefore that both intrinsic and extrinsic conditions seem to influence the Ghanaian teacher and, for that matter, their pupils' performance as well.

Despite its advantages people have criticised Herzberg's two factor theory based on a sample of professional level personnel, accountants and engineers, who were used for his study. Critics are of the view that it is not possible to say that the findings of this limited sample can apply equally to other occupational groups such as teachers, police officers, nurses, and so on. The limited scope of accountants and engineers used for the study does not justify any generalisation

that will be applicable to differentiate technologies, environments and background. Most studies have shown that when the employees are at the professional or managerial level, the theory is applicable; but studies of lower level manual workers are less supportive of the theory especially when dealing with the professional teachers (Cole, 1993; House & Wigdor, 1967; Malinovsky & Barry, 1965; Scheineider & Locks, 1971; Weightman, 2008).

In another study, Mondy et al. (1980), point out that the theory focuses too much attention on "satisfaction" or "dissatisfaction" rather than on the performance level of the individual. Satisfaction may or may not be directly related to job performance. Furthermore, Herzberg's distinction between satisfier and hygiene has not stood the test of time. It has too often been contrary to predictions. Extrinsic or 'hygiene factors' seems to affect satisfaction as well as dissatisfaction and, 'motivators' seem to affect dissatisfaction as well as satisfaction (Cole, 1993; Evans, 1970; Kaplan, Tausky & Bolaria, 1969; Weightman, 2008). Other criticisms of the two factory theory are there has been no measurement of the relationship between satisfaction and performance, and there is no empirical evidence that satisfiers improve productivity (Weightman, 2008).

Despite these criticisms, this theory has made a significant contribution towards improving the educational administrator's basic understanding of human behaviour in the work place and has had implications for current studies on organisational environment such as the GES. Recognition of teachers, as a motivator, is directly related to job satisfaction but not dissatisfaction. That is, all

things being equal, teachers will be motivated when they are recognised and promoted on a timely basis thereby leading to good performance, which would in turn have an influence on their pupil's achievement. Additionally, those factors such as pay, conditions of service, inter-personal interaction and status, considered by Herzberg as dissatisfiers, have a direct influence on teacher satisfaction if they are not adequate. This is because, if such needs were not met in work situations, teachers would be dissatisfied and, as a result would not be motivated (Longest, 1996; Spector, 1997).

Herzberg's contention that the concept of hierarchy is generally useful but may vary for individuals still remains valid. Thus, Herzberg reduced Maslow's five needs level to two. The hygiene factors or dissatisfaction are similar to Maslow's physiological, security and social needs. They are essentially preventive factors which, if absent in the job, may lead to high levels of dissatisfaction. However, if present, they create 'zero dissatisfaction' or neutrality. By themselves, hygiene factors do not motivate individuals to perform better (Longest, 1996; Spector, 1997).

The motivators or satisfiers, correspond to Maslow's higher level needs. These are the factors that motivate people to perform and for that matter influence their performance. According to Herzberg, the presence of job factors such as job challenging jobs can be motivating. However, when they are absent, the level of motivation is considerably reduced. The absence of these factors is however not dissatisfying (Longest, 1996; Spector, 1997).

Alderfer's Existence Relatedness and Growth (ERG) Theory

This is a theory of motivation which is of relevance to a study such as teacher motivation and performance. Alderfer's (1969) ERG theory as cited by Jex (2002) condenses Maslow's need hierarchy from five to three, which are: Existence, Relatedness and Growth.

First and foremost, existence needs refer to all forms of material and physiological factors necessary to sustain human existence which encompass Maslow's physiological and safety needs. When applied to the classroom it would mean that for a teacher to put up a spectacular performance these needs must be satisfied. Relatedness needs on the other hand are needs which include all socially-oriented needs and parts of the safety and esteem needs. For instance, the theory assumes that if teachers do not have good relationships with their colleagues, their level of motivation to work would be affected, which would consequently have a negative influence on their output and the pupils they teach. Lastly, growth needs are related to development of human potential, which include Maslow's self actualization and esteem needs (Jex, 2002; Syptak, 1998).

It should be noted that Alderfer's theory to some extent agrees with Maslow's in that individuals tend to move up the hierarchy as they satisfy their lower-level needs. However, Alderfer's proposition does not believe that one level of needs has to be satisfied before the next need level will emerge. All of the needs can be simultaneously activated for a given individual. Also, whilst Alderfer's theory recognises a frustration-regression process, Maslow's theory is of the view that a need level ceases to play an active role once it is gratified.

Alderfer (1972 as cited in Jex, 2002), holds the view that even when a need is satisfied, it remains the dominant motivator if the next need in the hierarchy cannot be satisfied. For instance, if a teacher has satisfied his or her relatedness needs but is frustrated in trying to satisfy professional growth needs, his desire for relatedness need becomes stronger again (the need hierarchy theory maintains that a satisfied need is no longer a motivator) (Jex, 2002).

Thus, it is possible that a need satisfaction may never cease to be a motivator. Researchers have examined the ERG theory and have found more support for it than research does for Maslow's model. For example, Wanous and Zwany (1977), found research evidence which supported three classifications of needs. Deci and Ryan (1985) also found support for Alderfer's basic proposition that a satisfied need may remain a motivator. The ERG is more easily understood than Maslow's need hierarchy theory. Its three categories may be clearly defined, except for the growth category that is still considered abstract and ambiguous (Hoy & Miskel, 1987). Despite these findings, the theory is seen as a refinement of the needs hierarchy theory, and provides a refined perspective for the study of motivation in educational institutions (Kanu, 1997).

McClelland's achievement theory

Another theory that has been devoted to the theory of motivation is McClelland's achievement theory. McClelland (1961 as cited in Spector, 1997) developed the three needs theory of achievement motives. According to him there are three major motives or needs in the workplace, which are made up of the need

for achievement and power (i.e., the need to make others behave in a way that they would not have behaved. Also, there is the need for affiliation, which is the desire for friendly and close interpersonal relationships.

According to Robbins and Judge (2007), McClelland claims that achievement–oriented people tend to compare themselves with standards of excellence. They want economic rewards but their real satisfaction comes in the form of a more intrinsic reward or achievement. His achievement motive is actually a trait theory based on the premise that everyone has a different need for achievement. This aspect of McClelland's theory is in line with Herzberg's two factor theory. Thus, a person who has an inner satisfaction for the job would tend to perform just to satisfy that inner satisfaction to achieve. However, the two theories differ in that, McClelland claims that the need for achievement is not innate, but rather it is developed by a person's experiences while to Herzberg, intrinsic motivation or achievement is innate. Notwithstanding this fundamental difference, both recognize that work itself can be satisfying and with the type of job motivation, a person will be influenced to put in maximum performance (Robbins & Judge, 2007).

Vroom's expectancy theory

Vroom's expectancy theory evolved in 1964; this theory in its basic form, concerns choosing behaviour that can lead to desired rewards. The theory states that individuals evaluate various strategies of behaviour and then choose the behaviour they believe leads to those work-related outcomes or rewards that they

value: pay increases, promotion and recognition. This means that if a worker or teacher believes that working hard every day will lead to desired pay increases, expectancy theory predicts that this is the motivated behaviour he or she will choose (Vroom, 1964 as cited in Greenberg, 2000).

Greenberg (2000) stresses that the expectancy theory argues that the strength or tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Attractiveness is the importance that the individual places on the potential outcome, or reward that can be achieved on the job. This performance – reward linkage is the degree to which the individual believes that performance at a particular level will lead to the attainment of desired outcome. The effort-performance linkage is the probability perceived by the individual that exerting a given amount of effort would lead to a certain level of performance.

Expectancy theory thus involves three main variables: expectancy, which is the perceived relationship between effort and performance; instrumentality, which is the perceived relationship between performance and outcomes; and valence, which is the strength of the employee's preference for a particular outcome or reward. Valence can either be given a positive or negative value by the person. Thus, there is close relationship between expectancy, which encompasses elements that bring about motivation, and performance (Greenberg, 2000).

Despite these advantages, the theory is beset with some setbacks. For instance, there have been a lot of questions raised against the model. Lawler and Suttle (1973) stress that the theory "has become so complex that it has exceeded the measures which exist to test" (p. 502). In their study, Judge, Locke, Durham and Kluger (1998) showed that workers with high expectancy perceptions were significantly higher producers than those with low expectancy perceptions.

The theory has significant implications for educational institutions. Specifically, Silver (1983) notes that the theory has been found useful in explaining students' efforts and performances, teachers' satisfaction and perceived effectiveness and teachers' behaviour in terms of absenteeism, turnover and innovativeness. This theory is relevant to the study in the sense that if teachers expect that a good performance will lead to an outcome that is rewarding, and then they will be motivated to perform well so as to improve the pupils' performance which will ultimately lead to receiving the reward.

Reinforcement theory by Skinner

Another important theory that is of relevance to this study is the reinforcement theory propounded by Skinner. Adding his work to the debate on motivation and improved performance, Skinner (1953), a Harvard psychologist who had been cited several times, developed this reinforcement theory based on his belief that all human behaviour is shaped by its consequences (Skinner, 1953 as cited by Locke & Latham, 2002).

Reinforcement theory suggests that behaviour (or motivation) is a function of its consequences (or reward). In other words, if people are rewarded for performing at a higher level because they know they will be rewarded, they tend to do so. The theory states that much of a person's motivated behaviour is a learned behaviour. Thus, this theory is consistent with expectancy theory in that the two theories indicate that if a person knows that he or she will be rewarded for good performance, he or she would be motivated to work in order to obtain that reward (Ofoegbu, 2004).

Adam's equity theory

The equity theory was propounded by Adams in 1963. It postulates that employees do not work in a vacuum; they make comparisons of their job inputs and outcomes with that of others and any perceived inequalities can influence the degree of effort that employees exert. Essentially, employees perceive what they get from job situation (outcomes) in relation to what they put into it (input) and compare their output - outcome ratio with the input-output ratio. If employees perceive that their rewards are commensurate with the efforts they have made they get motivated and vice versa (Reiss, 2004).

Reiss (2004) indicates that equity theory recognises that individuals are not only concerned with the absolute amount of rewards they receive for their efforts but also with the relationship of this amount to what others receive. When there are imbalances, tensions are created and this provides the way for motivation as people strive for what they perceive as equity and fairness.

There is some similarity between equity theory and expectancy theory. In expectancy theory, an individual's act is based on expected rewards. The equity theory also addresses the issue of rewards. Although these rewards are not compared to what others get in equity theory, workers go a step further by comparing their rewards to those of relevant others. In fact, with equity theory when tension is created, that is, if an employee of an organisation is under rewarded (input exceed outcomes), equity theory suggests that employees will try to reduce the inequity by reducing or exerting less effort (Judge *et al.*, 1998).

To this end, if the outcome is good and satisfactory, people will perform well. On the other hand, if it is not satisfactory people will perform below what is expected of them. In applying this theory to this research an expected conclusion is that if teachers are adequately motivated by way of rewards, they will perform well. For instance, if they are well paid, provided with incentives and staff development opportunities they are likely to be satisfied with their job situation, thereby expending maximum effort in the classroom.

Empirical studies on job satisfaction, motivation and performance

Ololube (2006) used a survey research design to investigate job satisfaction and motivation of secondary school teachers in Nigeria. The thematic foundation of his research study rested on the need-based approach or content theory of motivation. To this end, questions in the questionnaire followed in many ways and themes the classic works of Maslow (1984) and Herzberg et al. (1993) and other content theory scholars.

Ololube's study which conducted Rivers State of Nigeria explored the conflicting approaches to the theories of motivation among school principals and teachers. The research strategy and design were much in line with the need-based or content theories of motivation. The study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (Ifinedo, 2004). While it is recognized that priorities accorded job and needs satisfaction perception may differ, the results of Ololube's study did not depart significantly from previous works and literature reviews on job satisfaction and motivation of employees in general.

The results of the study under review agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (Ifinedo, 2004; Ladebo, 2005; Ubom & Joshua, 2004). Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers. Therefore, this study also supports Denga (1996) study of human engineering for higher productivity.

In another study conducted by Stembridge (1993), the major purpose was to determine what positive and negative factors affect teachers at Seventh-day Adventist Colleges. Questionnaires went to 332 teachers in the five colleges that indicated their willingness to participate. A total of 264 teachers responded and a

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response rate of 80 percent was recorded. The main focus of the questionnaire was the critical incident section where respondents were asked to describe recent incidents that made them feel good or bad about teaching at a Seventh-day Adventist College. Eight hundred and forty incidents of satisfaction and dissatisfaction were reported. These incidents were coded and categorized into 20 categories. Eighteen of the 20 categories were identical to the 18 used by Morgan (1974) in his study of teacher motivation in a public university. The two additional categories were commitment to service and extra-curricular activities. For the purposes of comparison with Morgan's study these two categories were included with achievement and working conditions, respectively. The study conducted by Morgan (1974) and the study conducted by Stembridge (1993) were both based on Herzberg's (1971) methodology and the distinction that he makes between extrinsic or hygiene factors that relate to degrees of dissatisfaction, and intrinsic or motivating factors that relate to degrees of satisfaction.

In summarising the findings, Stembridge (1993) indicates that critical incidents reported revealed that respondents experienced 467 good feelings as opposed to 373 bad feelings as teachers at Adventist Colleges. The largest average number of satisfying incidents (2.62) was reported by those who taught in the religion, theology, and biblical languages area; the largest average number of dissatisfying incidents (1.92) was reported by those who taught in the areas of business administration, office administration, and secretarial science.

Also, achievement ranked first as a satisfier and accounted for 26 percent of the total favourable incidents that were reported. Recognition was the next

most frequently mentioned satisfier. These two factors together accounted for 50 percent of all reported favourable incidents. Interpersonal relations--students and commitment to service, accounted for an additional 24 percent of all favourable incidents. Not one of the sixteen remaining factors accounted for more than 5 percent of the remaining 26 percent of the reported favourable incidents

Status and public perception of teachers

Undoubtedly, self-esteem is a pre-requisite for high performance level. People want to achieve the confidence and desire in themselves and want others to accord them recognition. The acquisition of knowledge and high skill levels through the accomplishment of difficult tasks can bring about the satisfaction of esteem needs. The individual's self-perception and recognition of others affect his status (Maslow, 1984; Oluchukwu, 2000; Robbins, 1989). On-the-job esteem needs are expressed in the desire for prestige and social recognition. Failure to satisfy these needs could lead a person to feel inferior, helpless, passive, apathetic and lose focus totally (Kanu, 1997; Ukeje, 1991). Davis and Newstrom (1986), point out that many jobs offer little opportunity for satisfaction of esteem needs.

A good number of workers value their social status highly and would work hard to earn, protect and improve upon it throughout their working life. The abilities of the worker, his job skills and type of job have a bearing on his social status. Many psychologists have proposed that people need to feel worthwhile, competent and positive about themselves (Maslow, 1984; Greenwald, 1980;

Rosenberg, 1979). Research has shown that people would go to great lengths to maintain a favourable positive view about themselves (Robbins & Judge, 2007).

There appears to be situations in which society accords high social status to some categories of jobs which is a typical Ghanaian mentality model. This makes employees of such jobs feel important and indispensable. For instance, medical doctors, lawyers, politicians, religious heads and successful businessmen and women also enjoy that high status in our society. On the other hand, professionals like farmers, tailors, carpenters, teachers and masons fail to get the same social recognition from the Ghanaian public. This phenomenon seems to be greatly influenced by the individual's economic power today rather than academic degrees and the value of service provided (Greenberg, 2000; Judge, Thoresen, Bono & Patton, 2001).

According to Costley and Todd (1987), people hate to be deprived of their social status. When it happens so, such people tend to exhibit negative behavioural patterns like feeling inferior and unimportant before others. The writer emphasized further that any category of workers who are labelled inferior experience problems of anxiety, lack of confidence and interest in their jobs and thus, work less. Hustrom, Smith, Brannick, Gibson and Paul (1989) argue that workers with high social status feel secure, confident and more committed to their jobs. This category of workers develops a strong bond between themselves and their jobs. This view may not always be true because it is known that many well-placed workers tend to seek more leisure than work (Locke & Latham, 2002; Porter & Lawler, 1998).

Conclusively, Costley and Todd (1987) view motivation as an important factor in determining what a worker can do to improve his or her social status. Status motivation behaviour should clearly be distinguished from other forms of motivation. For instance, if a rising executive chooses to eat his lunch in an expensive restaurant and not in the staff canteen, his or her behaviour might be motivated by status needs than by biological need (i.e., hunger).

Opportunities for promotion at the workplace

A good job is one that provides the opportunities and avenues for its employees to be promoted. Such jobs would surely always attract would-be employees since they satisfy the employees. Among the many opportunities a job might offer, opportunity for gaining promotion from one grade to the other is crucial to workers (Costley & Todd, 1987). They contend that promotion itself is desirable because workers need it to raise their social status and also play higher or additional roles on the job.

Appointments and promotions of teachers in the GES are expected to follow a prescribed routine spelt out in the conditions and scheme of service for Teachers (Ghana, Ministry of Education, 1987). The conditions state, among other things, that all personnel of the teaching profession shall be entitled to promotion provided they satisfy the basic requirements. On paper, the scheme is clear on its stance on provision of equal opportunity for promotion to all members of the service at all times. The question however, is whether this is reflected on the ground. It might be possible that some teachers fail to gain promotion without

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any clear reasons assigned to that. On the other hand, other teachers might be satisfied with the provisions of the scheme. To these categories of workers, the job might be motivating or not depending on the presence of opportunities for promotion or lack of it. In this regard, Steers and Porter (1991) as well as Judge and Watanabe (1993), emphasise that promoting a worker is a significant factor in upgrading a job and making it more desirable in terms of social approval for the beneficiary.

A look at the organisational structure of the GES indicates that it is vertical and pyramidal. Majority of teachers who hold the post-secondary certificate form the base of the pyramid. Most categories of teachers are either graded or upgraded. The commonest grade is Assistant Superintendent I (Ghana Ministry of Education, 1987). According to the scheme, any teacher who holds the teachers' diploma certificate enters the service at the grade of superintendent, while those who hold a first degree enter the service as Principal Superintendents. The latter, is the latest development in the Ghana Education Service as a result of the industrial action embarked upon by Ghana National Association of Graduate Teachers (NAGRAT) to press home this demand, which was finally granted. However, differences exist between the two categories of trained teachers. The degree holders are designated Principal Superintendent whereas their counterparts are called non-graduate superintendent. This deference is also shown in the salary levels of these two groups of teachers (Ghana Ministry of Education, 1987)

Promotions to the rank of principal superintendent in the case of non-graduate teachers, assistant director and director, who are in senior or

administrative positions in the GES is strictly controlled by the Ministry of Education. The irony of the matter is that a lot of teachers who reach the rank of assistant director and above continue to wait for longer years to get promoted to the next grade. Even if the right time for promotion of a teacher is attained, the number of teachers who are called for interview is cautiously rationed to ensure that only a few get promoted at a time. This situation, whether advertently or inadvertently has created a huge backlog of teachers waiting to be interviewed for promotion to the next grade. Sometimes after the interview, people do not receive their promotion letters for a very long time leading to great frustration. This unfortunate situation has continued for a very long time and is always gone unspoken about (Bame, 1991; Mereku, 2000). The GES has a responsibility to ensure that its members have access to quick promotion but has unfortunately refused to perform this role of bringing vital information about opportunities for promotion to the doorsteps of members (Ghana National Association of Teachers [GNAT], 1992).

Kaplan and Ferris (2006), view promotion as a job satisfactory facet, which depend on the individual's perception of the modalities and polices that regulate the exercise of getting workers promoted. A regular promotion based on the principle of fairness and equity elicits workers commitment to their jobs. As long as a worker knows that he or she is not discriminated against or that the organisation will reward his or her effort- input- he or she will feel satisfied on this aspect of his or her job conditions (Mathis & Jackson, 1982; Robbins & Judge, 2007).

Salaries and wages as a reward of labour

The payment of money for labour is a common practice in organisations (Reiss, 2004). According to Costley and Todd (1987), the satisfaction of physiological needs is facilitated by the availability of money. For that matter, working and getting paid a good wage or salary constitute the paramount expectations of most people. Some people get attracted to well-paid jobs when making choices on the different job offers. Sweeney (1990) contends that in an organisational context, when an employee is provided with sufficient financial rewards in the form of salary and bonus, it ensures that his or her physiological needs are satisfied. This largely motivates him or her on the job. In the period of uncontrolled inflation, salaries and wages become meaningless to the workers because money loses its purchasing value. Under this circumstance, workers may agitate for pay increases which management and employers usually feel reluctant or unable to pay often resulting in industrial actions (Longest, 1996; Spector, 1997; Syptak, 1998).

Morse and Weiss (1968) conducted a study on why people work. The findings of the study were that 31 percent of workers would continue to work even if it is not financially necessary because of their relationship with colleagues. The relevance of the findings to the present study is the evidence that work induces a feeling of being tied into the larger society but not necessarily the desire for salary or wage. But the importance of getting a salary or wage as a reason for working should not be completely dismissed. This is because an individual's attitude towards work is a function of his perception of the job, his cultural

background and also his socio-economic status. Herzberg *et al.* (1993) presented the two factor theory to categorize human behaviour as influenced by maintenance factors or motivational factors. It is argued that when the motivating factors are low, a need is created and has to be satisfied by the individual through some type of behaviour.

It is however, a novelty in some countries like Japan and China to channel more money into incentives, awards and fewer into fixed salary as a method of motivating the worker (Casio, 1989). The Japanese, for instance, pay bonuses that represent about 25 percent of a worker's basic salary. Casio (1989) further proposes that employees with good skills should be provided skill-based pay which is a strong motivating factor for the development of self-esteem and productivity.

It may be difficult to appreciate the fact that salaries of teachers are based on professional ranks in Ghana as claimed by the Ghana Ministry of Education (1987). This would make employees with the same qualification and rank but different skill-levels earn the same salary. With this situation, workers with better or higher skill-levels could be cheated on the job by management. This could make them less enthusiastic about their jobs (Bame, 1991; Mereku, 2000).

Incentives in jobs and job motivation of teachers

Various techniques of motivation have been employed by management all over the world to bring out the best in employees. Provision of incentives as a motivating technique has become commonplace. Management may focus on the

use of incentives because it is believed that a motivated worker would be a productive worker (Longest, 1996; Spector, 1997; Syptak, 1998).

The issue of satisfaction influencing motivation was also investigated by Vroom (1964) who came to the conclusion that job motivation is a matter of individual attitudes. This can be observed when one incentive is given to a group of workers with the aim of increasing their morale. Variations might exist in the arousal level of the workers. Some might be highly motivated, others, moderately motivated or not motivated at all.

Studies by Steers and Porter (1991) show that people are likely to be motivated most strongly by what they do not have. In this regard, a worker who already possesses a radio set will not be strongly motivated when management rewards him or her with another radio set for his or her effort on the job. Perhaps, a reward of a higher order in the form of a refrigerator, which the worker does not have, will motivate him or her. Similarly, the worker who has often desired to own a personal radio set would be strongly motivated if he or she were to receive a radio set as an award for his or her hard work in the organisation. Casio (1989) opines that when incentives purported to reward individuals do fit the situation, performance increases by an average of thirty percent because of strong motivation. He also holds the view that incentives directed towards a group increases motivation by only eighteen percent. The findings by Casio (1989) have since exerted a great impact on the labour industry because management has shifted more attention to the provision of incentives to individuals than groups as a better method of increasing job motivation.

Porter and Lawler (1988) argue that instead of job motivation being a determination of performance, the performance of a task can provide motivation. Their view is that when the worker's skills, working conditions and morale are improved, he or she will be more committed to the job. Improved skills level makes operation of the job easier and enjoyable to the worker. The worker thus gets satisfied with his or her own abilities and is spurred on to do much better on the job. A worker who is dissatisfied may absent himself or herself from work and laze about, thus reducing productivity. Other incentives like free accommodation, free medical care, over-time allowance, study - leave, provision of car loan, salary advance and award of scholarships are normally given to Ghanaian workers with the purpose of boosting their morale (Bame, 1991; Mereku, 2000). According to Herzberg *et al.* (1993), morale is a product of individual job motivation and group cohesiveness. They conclude that workers get dissatisfied with their jobs when these factors are non-existent.

Different governments have viewed the need to motivate workers in varied ways. The government of Ghana through some agencies has attempted to provide civil and public servant some incentives to increase their job motivation. The Social Security and National Insurance Trust (SSNIT) has embarked on the building of rental units of houses in the regional capitals to accommodate workers (Hedges, 2000). Again, Ghanaian workers on government pay roll enjoy a rent subsidy which is twenty percent of their monthly salary (Hedges, 2000).

The question to ask is whether these measures taken by government are influencing the job motivation of workers. It is apparent that no worker would

continue to be motivated to work without tangible benefits accruing from the job. This calls for the use of different varieties of incentives to sustain job motivation. The Ghana Education Service established the "Best Teacher Award Scheme" in 1992. The Scheme was instituted to award prizes to outstanding or deserving teachers. Though laudable in principle, the scheme appears to be a source of conflict than motivation for some teachers. The problem has been with the criteria used for selecting "deserving teachers" from a pool of over 200,000 teachers in Ghana. The indication from most teachers are that the value of the awards presented to winners over the years has been inadequate to motivate many teachers with the current award of a two bedroom flat house to be built at a place of the beneficiary's choice being too much for just one person.

Opportunity for professional growth and development

Teachers need new reading materials and in-service training to update their knowledge and skills. They also need opportunities for study leave to obtain a degree in University in order to enhance their status and increase their professional competence. It is also expected that the higher the academic or professional qualification of the teacher the more secure he or she may be on the job (Conley & Odden, 1985).

Jensen (1992) posits that one approach to professional improvement involves the earning of a higher degree. There are others, such as attendance and participation of teachers at workshops, clinics, seminars, meaningful research and writing and the reading of professional literature. Generally speaking, higher

professional skills of workers acquired through further training tend to place them in a better socio-economic status. This is because the higher the academic or professional qualification of the employee, the better the pay and the easier it may be for the worker to meet his or her financial obligations. These may include procuring current books on the subject, paying for supplementary courses and others (Arvey & Warren, 1976). Casio (1989) considers these opportunities as strong motivational factors for employees to improve their work-related skills and job motivation. According to Jensen (1992), professional development opportunities have two purposes. These include firstly, the need to prevent employees from becoming outdated and less competent.

Secondly, it includes the desire to cause employees to become better prepared and more competent. Professional improvement should be viewed as a valuable supplement to an individual's basic preparation and professional experience. As a result of its importance there is the need to approach professional improvement issues of workers with enthusiasm and commitment. This approach should also be viewed as an opportunity not only to the individual worker but the organisation as a whole as observed by Jensen (1992).

The desire to improve individual professional growth in an organisation is a personal task at the outset. The worker must, first of all, indicate that he or she wants to grow on the job. In this regard the individual initiates his or her own development by making personal efforts. Increased sense of hope could trigger off motivation behaviour of workers on their job (Arvey & Warren, 1976).

Lewin (2002) cautions that management should not only be concerned with what they can receive in terms of productivity from employees, but they must do well to raise their socio-economic status. The reason is that good socio-economic status provides self-esteem and ego-fulfilment in employees. He further notes that professional workers and persons in higher socio-economic groups are more likely to be intrinsically oriented than their blue-collar counterparts of lower social class. A worker who is intrinsically motivated may work because he or she finds satisfaction in working. Such a worker could be very committed to this job and perform to achieve organisational goals. The general growth of members of a professional organisation may depend on the nature and quality of the profession (Weightman, 2008).

With the introduction of degree courses on long distance and sandwich basis by University of Cape Coast and University of Education, Winneba more teachers are making efforts to get admitted into the university with the teacher training colleges now running diploma courses. The more teachers go beyond their initial training at the diploma level, the better the problems of lack of job security, low prestige and associated low morale may be solved. It may be worth recognising that regular training and new orientation are beneficial. Personnel who find it difficult to take university degree should benefit from organised workshops, seminars and other academic and professional meetings. To this end, Jacobson (1995) opines that professional teachers and workers who avoid retraining and other self-improvement opportunities soon find themselves stale in

the fields and may contribute to reducing the social status and general image of the profession.

Summary to the literature review

Since this study was concerned with the correlates of motivation, the literature reviewed covered basic concepts and practices of motivation in organisations. It became imperative to review literature on factors that may motivate graduate teachers in Ghana which are comparable to their status and qualification. Apart from these, some selected theories of motivation such as Maslow's, Vrooms', Adam's, Alderfer's, McClelland's and Herzberg's were reviewed. On top of them all, some empirical works on motivation relative to graduate teachers were reviewed to put the study into the perspective.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research methodology for the study. Thus, the chapter deals with the research design used for the study. It also highlights the study population and how participants were selected for data collection. Apart from these, the methodology chapter discusses the development and usage of instruments for data collection and how the data collected are analysed.

The research design

The research design is a plan or blue print, which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation (Babbie & Mouton, 2001). The descriptive survey design approach was used for this study. Osuala (2001) indicates that this design does more than merely to uncover data. It synthesises and integrates these data, determines their interrelationships and interprets them. He further states that this design focuses on people and their beliefs, opinions, attitudes, motivations and behaviours.

One of the merits of descriptive research design is that it is possible to generalise the findings from a sample to a population so that inferences can be

made about some characteristics of the population (Babbie, 1999). For this study the descriptive research design was therefore adopted to investigate the variety of educational problems including assessment of attitudes, opinions, possible effects of demographic factors and conditions of service. Furthermore, data can be collected through questionnaire, interview schedules and observation. In-depth follow up questions could be asked and explanations sought for responses which were unclear (Fraenkel & Wallen, 1993). Since this study fundamentally focused on the effects of motivation on teachers in second cycle institutions in the Mampong Municipality, the descriptive research design was considered appropriate to achieve its purpose of drawing meaningful conclusions from the findings.

Population of the study

The population for the study comprised all the 80 Senior High Schools spread across the 21 administrative districts consisting of 21 district education directorates, 11 religious educational units and 133 circuits, with the highest number of schools found in regional capital of the Ashanti Region. The target population however consisted of the second cycle schools in the Mampong Ashanti Municipality. The municipality was selected due to its size and the number of higher institutions of learning it had. It was assumed that the views of the respondents from Mampong Municipality would be a true representation of the views of a cross-section of teachers of second cycle schools in the Ashanti region.

The target population selected for this study were professional graduate teachers. The schools purposively selected were Amaniampong, St Joseph, Kofiase Seventh-Day Adventist and Saint Monica's Senior High Schools. It was of great importance to consult these stakeholders since they are directly involved in educating the youth.

The purposive sampling was used because respondents were selected in a deliberate and non-random fashion to achieve a certain goal of the study. More importantly, the purposive sampling was used in the selection of respondents as Bradley (2007) points out the advantage of purposive sampling is that it allows the researcher to home in on people or events, which have good grounds in what they believe, will be critical for the research. Instead of going for the typical instances, a cross-section or a balanced choice, the researcher will be able to concentrate on instances which display wide variety – possible even focus on extreme cases to illuminate the research question at hand. In this sense it might not only be economical but might also be informative in a way that conventional probability sampling can not be (Bradley, 2007).

Based on the delimitation stated earlier, 183 teachers were selected from the target population, based on GES records. Table 1 presents the total population of teachers including their Headmasters and Headmistress in the various schools.

Table 1: Number of teachers in Senior High Schools in Mampong Municipality

Name of Senior High School	Number of teachers
Amaniampong Senior High School	88
St. Joseph Seminary Senior High School	27
St. Monica's Senior High School	68
Total	**183**

Source: Field data, 2009

Sample and sampling techniques

As indicated earlier, the purposive sampling procedure was used in selecting the target population in the study area. This method was used because the study covered only teachers in second cycle schools in general. For the selection of respondents from the various institutions, the stratified sampling method was used. The whole population for the research was divided into sub-populations based on location and elements such as gender distribution. This sampling method was used because theoretically it has all the advantages of random sampling such as the possibility of identifying and including homogeneous groupings and helps to reduce variance within each sub-group while maximising the variance between groups (Sproul, 1998).

Due to the differences in population size of each institution, each institution was considered as a stratum, and 65% of the teacher population of each institution selected. A sample size of 119 was thus taken based on pre-determined

divisions of gender. The sample size of 65% was chosen because, according to Nwana (1981) as cited in Antwi (1992), if the population is a few hundreds, a 40% or more sample size is adequate. Table 2 presents the teacher population in the various institutions studied and the sample drawn from each institution.

Table 2: Population of schools and sample size

School	Population	Sample Size
Amaniampong SHS	88	57
St. Joseph Seminary SHS	27	18
St. Monica's SHS	68	44
Total	**183**	**119**

Source: Field data, 2009

Research instrument

The main instrument used for collecting data for the study was a questionnaire, which was in two sections, A and B. Section A had eight items which sought the bio-data of the respondents. The items included: name of school, sex, age, marital status, highest academic qualification, professional status, rank and years of teaching experience. Section B on the other hand was used to determine the correlates of job motivation among the teachers.

The questionnaire designing process employed several variables to measure the level of motivation and its effects on teachers in the institutions studied. In order to measure motivation, the Likert scale of responses and open-

ended items were used. The Likert is a scaling technique whereby a large number of items that are statements of beliefs or intentions are generated as measures. Each item is judged according to whether it reflects a favourable or unfavourable attitude towards the object in question (Cooper & Schindler, 2001). The respondents were asked to rate the attitude of the object on each scale item of four-point category, ranging from very satisfied to very dissatisfied.

To measure the extent to which teachers are satisfied with certain motivational factors in their jobs, ten items were used. These items include the concept of motivation, and provision of incentives for teachers. On the other motivational factors which include the concept of motivation, opportunities for promotion at work place, salary levels of teachers, status of teachers and public perception of teachers and opportunities for professional growth, respondents were asked to indicate the extent to which they agreed or disagreed with twenty-eight statements. Apart from indicating their level of satisfaction, the questionnaire included eleven open-ended items to further find out from the respondents the reasons for providing those answers to the questions on the likert scale.

Pilot testing of the research instrument

The relevance of the questionnaire items was established before they were used for data collection. This was done by giving the instruments to the supervisor and other experts in research (lecturers) to scrutinize and advise on proper construction.

Later the questionnaire was pilot-tested at the Kofiase Adventist Senior High School. A sample of 20 respondents was used. These 20 respondents were approximately 65% of the total number of the teachers in that school. Respondents were selected through the simple random sampling method because they were not many as was in the main study. Thus, the lottery technique was employed whereby the names of all teachers were written on pieces of paper, placed in a bowl and the required number selected. Using the simple random sampling method gave each of the respondents the opportunity to be part of the study.

By way of introduction, the student identification card of the investigator was used and when the head of the school was satisfied with the rationale for the visit, permission was granted for the data collection to proceed. The headmaster summoned the tutors into the staff common room where the investigator was introduced and they were asked to cooperate in the data collection process. In the end all those selected responded to the questionnaires and returned them on time.

After all the questionnaires had been retrieved, they were edited, coded manually and inputted electronically using the software, Statistical Product and Service Solutions (SPSS) version 16.0. When all the data had been inputted, frequency tables, charts and percentages were extracted for the analysis. In the end, a test was run and the results produced a reliability coefficient of 0.9600. This indicated that the instrument was reliable and could be used for the final data administration.

Data collection procedure

Questionnaires meant for respondents were deposited into their pigeon holes and were picked later. It had been agreed that two weeks should be allowed for completion. After the two weeks almost 80 percent had completed and deposited the answered questionnaires as agreed upon. The remaining 20 percent of respondents were given an additional week to submit and they readily obliged and this ended the data collection for the study. In view of this, all respondents selected for the study eventually took part in data collection and this gave a 100 percent return rate.

Data analysis procedures

Data collected with the questionnaire were first grouped for editing for consistency in presentation. After the editing, data were coded and inputted into SPSS version 16.0. After these were done with, data were transformed into frequency tables, relative frequency and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

      This chapter is devoted to the presentation and discussion of the results of data collected from respondents. The presentation is done in two parts, namely the biographical information on respondents and the main data presentation. Results from the biographical information are presented first, followed by the main results. All results are presented in tables followed by the requisite discussions and literature support.

Biographical information on respondents

      Eight issues were picked on the biographical information of respondents. Tables 3 and 4 respectively present the distribution of respondents by gender and age.

      Table 3 shows that male respondents are far more than the female respondents. Table 4 displays that the ages of close to 70 percent of respondents fell below 40 years. The indication is that the teachers who teach in the second cycle schools in the Mampong Municipality are quite young and are likely to remain in the teaching service for a longer period if the appropriate conditions exist to retain them.

Table 3: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	99	83.2
Female	20	16.8
Total	**119**	**100**

Source: Field data, 2009

Table 4: Distribution of respondents by age

Age Range	Frequency	Percentage
21 – 25 years	3	2.5
26 – 30 years	23	19.3
31 – 35 years	34	28.6
36 – 40 years	23	19.3
41 – 45 years	11	9.2
46 or more	25	21.0
Total	**119**	**100**

Source: Field data, 2009

In addition to the age distribution discussed above, Table 5 presents responses on the present rank of respondents in the schools studied. Table 4 shows that only 3.4 percent and 4.2 percent of respondents were Senior Superintendents and Deputy Directors respectively. It can be seen that majority (74.8%) of respondents were of the rank of Principal Superintendents.

Table 5: The present rank of respondents in the GES

Present Rank	Frequency	Percentage
Senior Superintendent	4	3.4
Principal Superintendent	89	74.8
Assistant Director II	11	9.2
Assistant Director I	10	8.4
Deputy Director	5	4.2
Total	**119**	**100**

Source: Field data, 2009

This situation can be attributed to the fact that the rank of Principal Superintendent is the entry point in the ranking system in the GES for all professional graduate teachers, and lot of them join the profession each year. In the GES ranking system, when one moves from Principal Superintendent, the next step is Assistant Director II and thence to Assistant Director I. These ranks are not easy to attain, which is why as few as 17.6 percent of the respondents fell within these two stages. One can attain these after successfully attending and passing a prescribed interview.

The next issue that was dealt with was the marital status of respondents. The responses on the marital distribution are presented by Table 6.

Table 6: Marital status of respondents

Marital Status	Frequency	Percentage
Married	72	60.5
Single	47	39.5
Total	**119**	**100**

Source: Field data, 2009

Table 6 shows that 60.5 percent of respondents indicated they were married and 39.5 percent were single. It can be argued that the marital status of the respondents could impact on their job satisfaction and work motivation. However, this has to be looked at in tandem with other variables. Consequently, the academic qualifications of respondents are considered. The responses to the academic qualification of respondents are presented in Table 7.

Table 7: Academic qualifications of respondents

Qualification	Frequency	Percentage
First Degree	107	89.9
Master's Degree	12	10.1
Total	**119**	**100**

Source: Field data, 2009

The information depicted by Table 7 shows that respondents indicated they either had a first degree or master's degree. What is important is that almost all the respondents could claim educational backgrounds of first or second

degrees. This point is made clearer by the information displayed in Table 8 regarding the professional status of respondents.

Table 8: Professional status of respondents

Professional Status	Frequency	Percentage
Yes	102	85.7
No	17	14.3
Total	**119**	**100**

Source: Field data, 2009

Table 8 shows that almost 86 percent of respondents were graduate professional teachers with only few (14.3%) as non-professionals. The few non-professionals had not undergone any formal training as teachers yet they were regarded as teachers. But if they wanted to remain in the teaching service then they would have to take professional post-graduate courses in education to qualify them as professionals.

The number of years respondents had taught was also considered as part of the biographical information. Table 9 presents the responses given.

Table 9 indicates that only 2.5 percent of respondents had taught for less than a year, which suggests that they had not been long exposed to the teaching experience. This table shows again that about 22 percent of respondents had taught between a year and five years, thus giving a cumulative 24.3 percent of respondents with very little experience in teaching.

Table 9: Number of years taught by respondents

Number of years of teaching	Frequency	Percentage
Less than one year	3	2.5
1 – 5 years	26	21.8
6 – 10 years	28	23.5
11 – 15 years	25	21.0
16 – 20 years	14	11.8
21 or more years	22	18.5
Total	**119**	**100**

Source: Field data, 2009

Apart from this, the remaining 76 percent had more experience in the teaching service and some encounters with management regarding their job satisfaction and expectation of motivational measures. It could be assumed that those classified as not too experienced might not be able to give valuable information on the issue of motivation.

Main findings

The results of the data analysis are presented according to the central issues by research questions that guided data collection was formulated. The heading of each section corresponds to a specific objective and that answers the corresponding research question. It is important to point out that during the discussion, the responses would be collapsed to make the discussion concise and clearer. In this sense, Strongly Agree and Agree become Agree, whilst Strongly

Disagree and Disagree become Disagree. Also, Very Satisfied and Satisfied would become Satisfied, then Very Dissatisfied and Dissatisfied become Dissatisfied. Such responses have been presented in the discussion tables as such and with appropriate elaboration.

The responses that have been displayed by the succeeding tables are propositions formulated and presented to respondents to consider and show their agreement or disagreement and express their satisfaction or dissatisfaction with the issues raised. The presentation of the main data results is preceded by the responses given by respondents regarding their understanding of the concept of motivation (Table 10).

Table 10: Respondents' understanding of concept of motivation

Statements	A	U	D
	f(%)	f(%)	f (%)
Motivation refers to the wilful desire to direct one's behaviour towards a goal	111(93.3)	0(0.0)	8(6.7)
Motivation is goal directed behaviour	101(84.8)	9(7.6)	9(7.6)
Motivation is not only related to behaviour but performance too	111(93.3)	3(2.5)	5(4.2)
Motivation is both intrinsic and extrinsic	109(91.6)	7(5.9)	3(2.5)
Good working conditions and work policies can also be seen as sources of motivation to to teachers	118(99.2)	0(0.0)	1(0.8)
Personal achievement can be a source of motivation	110(92.5)	1(0.8)	8(6.7)

Key: Agree – A, Undecided – U, & Disagree – D; f – Frequency; % - Percentage

Source: Field data, 2009

From Table 10, it can be seen that six views on the concept of motivation were considered by respondents. In the first instance, the table shows that the vast majority (93.3%) of respondents agreed that motivation refers to the wilful desire to direct one's behaviour towards a goal. Only a few (6.7%) of the respondents disagreed with the proposition. This viewpoint of motivation was held by Middlemist and Hitt (1981) as well.

Again, Table 10 shows that close to 85 percent of respondents agreed that motivation is goal directed behaviour. It is clear that the majority of respondents acceded to that proposition. This goes to support the position of Mondy, Holmes and Flippo (1980) that "motivation is a process of influencing or stimulating a person to take actions that will accomplish a desired goal" (p.263).

Also, Table 10 indicates that roughly 92% of respondents supported the assertion that motivation is both intrinsic and extrinsic. This concept of motivation is explained within the context of the widely held view that motivation can be intrinsic and extrinsic or tangible and intangible. For instance, job factors such as job security, salary and good working conditions serve as extrinsic or tangible motivators and their absence or inadequacy could cause dissatisfaction among employees. Similarly, job factors, such as achievement, recognition, challenging work responsibilities, advancement, personal growth, learning on the job and professional development may come under intrinsic motivation (intangible motivator).

The trend follows that the majority of respondents, averaging about 85 percent tended to agree with the propositions put forward in the research

instruments. For instance, table shows that 99.2 percent of respondents agreed that good working conditions and work policies can be of motivation to teachers. It must be stressed that the concept of good working conditions is all encompassing. It could involve good salary, fringe benefits, free accommodation/transportation and opportunity for personal/professional development and many others.

Motivation as the major factor for high performance and job satisfaction

Responses in this section answer research question one, which was formulated to elicit responses on the factors that could motivate graduate teachers. Views expressed respondents are displayed in Table 11.

Table 3: Factors that may motivate the graduate teacher

Statements	ST f(%)	U f(%)	DT f(%)
Opportunity for professional development	86(72.2)	-	33(27.8)
Relationship with head of institution and supervisors	98(82.4)	-	21(17.6)
Conditions of service other than salary	44(37.0)	1(0.8)	74(62.2)
Prestige as a graduate teacher in society	69(58.0)	-	50(42.0)
Teaching environment: structures and materials	60(50.4)	-	59(49.6)
Relationship with colleagues	144(95.8)	-	5(4.2)

Key: Satisfied – ST, Undecided – U, Dissatisfied – DT.

Source: Field data, 2009

Firstly, it is seen from the table 72.2 percent of respondents were satisfied that opportunities for professional development existed in their schools and that motivated them. This view point is supported by Jensen (1992) who declares that one approach to professional development includes measures of getting a higher degree, attendance and participation in workshops, educational fora, seminars, meaningful research writing and the reading of professional literature. If all or some of these exist then the respective schools are heading towards the right direction in staff development.

On the issue of employee interrelationship, 95.8 percent of respondents were satisfied with it. Cordial interpersonal relations come under intangible motivator but they are significant because as colleagues, teachers are required to work as a team to the objective of training students to become useful to society. If they turns out the heads of the schools are unable to ensure unity and cohesion among teachers, there cannot be the spirit of cooperation to achieve desired goals, it is therefore hearty to see that respondents (teachers) are largely satisfied that there existed cordial relations among teachers in the schools. Similarly, 82.4 percent of respondents indicated that they were satisfied with the way their heads of institutions and supervisors related with them. This finding is in tandem with the expositions of Herzberg, Mausner and Snyderman (1993). They stressed that interrelationship among peers, superiors and subordinates form part of the Herzberg's theory on motivation. According to aspect theory, the absence of cordial relationship between a supervisor and subordinates brings dissatisfaction. The good news is that, respondents (graduate teachers) were satisfied with the

interrelationship that existed among the superiors and subordinates within the schools studied.

Regarding the conditions of service other than salary that could motivate employees, Table 11 indicates that roughly 62 percent of respondents were not satisfied. This meant that not all the conditions of service that existed in the institutions would motivate graduate teachers. Even though, a respectable number of teachers were dissatisfied with their conditions of service in their school, it should be noted that not all people are motivated by the same things as variously pointed out by some scholars (Steers & Porter, 1991; Vroom, 1964). In the view of Vroom (1964) what motivates an employee depends on that person's attitude because incentives given to a group of workers with the view to increasing their morale could vary in the long run because some would not be satisfied and other would appreciate. On their part, Steers and Porter (1991) opined that an employee who has access to free car to work may not be motivated if the employer made a general provision for free transportation for all workers. In this sense, a graduate teacher who own a house would not be motivated by subsidised accommodation on campus but others would be motivated in that sense.

Table 11 shows that 58 percent of respondents were satisfied of being graduate teachers. This proposition was looked at within the context of social prestige and self-esteem. In the literature it was observed that in Ghana, teachers are not accorded so much respect as given to lawyers, accountants and doctors. May be on was this basis that 42 percent of respondents did not see being a graduate teachers is an enough incentive for motivation because issues like salary

and conditions of service are equally important. For instance if graduate teachers were to receive monthly remuneration which would make their social standing prestigious they would be more satisfied for being graduate teachers. So being graduate teachers in it self is not enough. In fact, workers who are satisfied with their social status also feel secure, confident and are more committed to their jobs. These assertions are in consonance with the postulations of Hustrom *et al*. (1989). On the other hand, Costley and Todd (1987) noted that workers who feel inferior tend to experience problems of anxiety, lack of confidence and exhibit low work output. The implication is that if the teachers who are dissatisfied that they are graduate teachers and feel inferior would not be motivated enough to give off their best in the teaching and learning process.

The issue of teaching environment came up for discussion. With this proposition, 50.4 percent of respondents were satisfied whilst 49.6 percent dissatisfied. A conducive school environment is good for good academic work. Teachers like other category of workers require a satisfying working environment to be able to deliver the needed results society expected of them. Graduate teachers are expected to train students who would not only pass their examinations well but would also become morally upright citizens. Therefore the teachers require an environment that is appropriate to discharge that responsibility. It has been made amply clear that the school environment has impact on the output of teachers. This is particularly in tandem with the findings of Pritchard and Karasick (1973) and Argyris, (1957) in their respective

researches have all considered organisational environment as an important factor which influences work related attitudes, motivation and behaviour of employees.

Using promotion as a motivator for teachers

Staff promotion can be used as motivational tool in many circumstances. Owing to this research question two was formulated to elicit responses from graduate teachers if promotion could be used to motivate them. Also, responses elicited fulfilled specific objective two. The responses that emerged are presented in Table 12.

Table 12: Opportunity for promotion

Statements	A	U	D
	f(%)	f(%)	f(%)
Promotion is a source of motivation and achievement of high performance as a teacher	102(85.7)	1(0.8)	16(13.5)
Promotion in GES goes according to the policies of the GES	85(71.4)	-	34(28.6)
Promotions are not delayed in GES	19(16.0)	1(0.8)	99(83.2)
The system of promotion in GES is fair to all employees in the Service	39(32.8)	-	80(67.2)
Processes and procedures for promotion in GES are very easy and well laid out	27(22.7)	-	66(55.5)
Lack of opportunity for promotion makes teachers leave the GES	50(42.0)	-	69(58.0)

Key: Agree – A, Undecided – U, Disagree – D.

Source: Field data (2009)

Table 12 show that 85.7 percent of respondents agreed that promotion is a source of motivation and achievement for high performance. This is in consonance with the view expressed by Costley and Todd (1987) that among the many opportunities a job might offer, opportunity for gaining promotion from one grade to the other is crucial. According to Costley and Todd, promotion itself is essential to workers as it raises their social status and also enables them to play higher or additional roles on the job. Laird and Laird (1967) support this viewpoint by emphasising that promoting a worker is a significant factor in upgrading a job and making it more desirable in terms of social approval for the beneficiary.

Moreover, Table 12 indicates that 71.4 percent of respondents agreed that promotion in the GES is done according to laid down policies. The current finding is that more than 70 percent of respondents accept that promotions are done to conform to set rules. In this respect it is worthy of note that the Ministry of Education [MOE] (1987) clearly indicates that appointments and promotions of teachers in the Ghana Education Service follow prescribed routines spelt out in the conditions and scheme of service of teachers. However, Table 12 shows that 55.5 percent of respondents disagreed that the processes and procedures for promotion in GES were very easy and well-laid out. Additionally, this viewpoint contradicts the preceding one where by 70% of respondents agreed that promotions and appointment were done according to policy framework laid down by the MOE and GES.

Additionally, it is seen from the table that two-thirds of respondents disagreed that the system of promotion in GES was fair to all employees. The implications of these contradictions are that irregular promotions would not make employees committed to their jobs, for Kaplan and Ferris (2006) state that a regular promotion based on the principle of fairness and equity elicits workers' commitment to their jobs.

On the issue of opportunity for promotion within the GES, Table 12 shows that 58 percent of respondents did not support the viewpoint that lack of opportunities for promotion drove some teachers out of the teaching service. This response suggests that the lack of promotion would motivate teachers and compel them to stay the GES. On the same issue, 42 percent of respondents held the opinion that the lack of promotion would push some of the teachers out of the GES. This is natural because most of the motivational theories reviewed in the literature dilated on the fact that employees would leave to a place where their needs would be satisfied. This could be seen in the fact that promotion goes with the raising of status and increase in one's monthly income (Kaplan & Ferris, 2006; Reiss, 2004).

Using salary as a motivator for teachers

Research question three which was formulated from specific objective three sought to examine the extent salary levels could be used as a motivational factor for teachers in second cycle schools in the Mampong Municipality. In the light of this, respondents' views were sought on five proposals regarding the

salary levels of graduate teachers teaching in second cycle institutions. The responses elicited are displayed in Table 13.

Table 13: Views on salary as a motivator for teachers

Statements	A	U	D
	f (%)	f (%)	f (%)
The salary of graduate teachers is a motivational factor for high performance on the job	28(24.5)	1(0.8)	90(75.6)
The graduate teacher's salary is commensurate with his workload as a teacher	6(5.0)	-	113(95.0)
The salary of the graduate teacher really attracts many professionals from other sectors to the teaching profession	2(1.7)	-	117(98.3)
Current salary levels of graduate teachers in second cycle institutions ensure high performance of teachers	5(4.2)	1(0.8)	113(95.0)
Teachers take decent salaries as compared to their colleagues in other sectors	29(24.4)	1(0.8)	89(74.8)

Key: Agree – A, Undecided – U, Disagree – D.

Source: Field data, 2009

Taking salary of the graduate as motivational factor for high performance on the job, Table 13 indicates that 75.6 percent of respondents disagreed with the proposition. In effect, they indicated that their salaries as graduate teachers were

not commensurate with their skills and output on the job. This finding is situated within the context that in the organisational environment, when an employee is provided with sufficient financial reward in the form of salary or bonus, it motivates him or her on the job (Sweeney, 1990). The inference that can be drawn from this finding is that the salary of graduate teachers would not motivate them as such because it is not sufficient as postulated by Sweeney.

Similarly, Table 13 shows that 95 percent of respondents disagreed that the graduate teacher's salary is commensurate with his workload as a teacher. This viewpoint is affirmed by Vroom's expectancy theory which states that individuals evaluate various strategies of behaviour and then choose the behaviour they believe could lead to those worker-related outcomes or rewards that they value. These rewards may be in the form of pay increases, promotion and recognition. The implication is that the graduate teacher believes that working hard everyday will lead to desired pay increases, expectancy theory predicts that this is the motivated behaviour he or she will choose (Vroom, 1964 as cited in Greenberg, 2000).

In line with the last two expositions, Table 13 indicates that 98.3 percent of respondents disagreed that the salary of the graduate teacher really attracts many professionals from other sectors to the teaching service and current salary levels of graduate teachers in second cycle institutions ensure high performance of teachers. Respondents did not accept that the salaries of graduate teachers are commensurate with their work but rather inadequate and not motivating. Finally, majority of respondents did not agree that teachers take decent salaries as

compared to their colleagues in other sectors of the economy. These expositions can be put within the context of the equity theory propounded by Adams (1963) and elaborated on by Reiss (2004). The crux of the theory is that employees do not work in a vacuum; they make comparisons of their job inputs and outcomes with others and any perceived inequalities can influence the degree of efforts that employees exert. In this wise, employees compare their input-outcome ratio with the input-output ratio of relevant others. The situation is described as fair if the ratio is equal; unfair and unjust if differences exist, hence they know themselves as under rewarded.

Using incentives as motivators for teachers

Incentives form a central part of motivating employees in any organisation; owing to that, responses were elicited from respondents. Table 14 presents responses given by teachers to whether they are satisfied with incentives offered to them.

Table 14 shows that 70.6 percent of respondents indicated that they were not satisfied with the arrangement that had been put in place for them to purchase their own houses or cars. In the same vein, roughly 73 percent showed their dissatisfaction about institutional award schemes that GES had instituted. The totality of responses displayed in Table 14 show that majority of graduate teachers are not satisfied with any of the incentive packages that are in place to motivate them and implies that the incentives fail to achieve their objective of motivators for graduate teachers.

Table 14: Responses on whether teachers are satisfied with incentives provided

Statements	ST	DT
	f(%)	f(%)
Special schemes to ensure that teachers are able to purchase their own houses and vehicles	35(29.4)	84(70.6)
Overtime and night allowances	22(18.5)	97(81.5)
Enough and decent accommodation is provided for all graduate teachers	20(16.8)	99(83.2)
Institutional award schemes in GES	32(26.9)	87(73.1)

Key: Satisfied – ST, Dissatisfied – DT.

Source: Field data, 2009

One would have thought that overtime and night allowances would augment the salaries of respondents but the majority were still dissatisfied with them. The fact of the issue is that in most organisations, overtime allowances are paid to employees after the official working hours and these give them additional income to supplement the monthly earnings. It has variously been stated that management of organisations should focus on the use of incentives because it is believed that a motivated worker would be a productive worker (Longest, 1996; Spector, 1997; Syptak, 1998). In this sense, if the graduate teachers are given overtime allowances, and they are paid overnight allowances as well as it pertains elsewhere in other organisations, their motivational levels would appreciate that would impact on their work output in the long run.

It must be stated many business organisations, these day institute various forms of incentive programmes with the view of motivating their employees to give off their best. Thus, the organisations provide extra perks to their employees over and above their stipulated pay as incentives. As all employees have some personal goals, such as recognition, the incentive programmes motivate them to give their very best to the organisation. Also, it must be made clear that the incentive programmes for teachers must not be seen as unnecessary expenditure on part of the GES and the Ministry of Education.

Furthermore, it is a truism that incentive packages for teachers would not only motivate them but they would induce a sense of belonging amongst the teaching profession. If this is done to the letter it would reduce the rate of attrition and bring down the costs related to teacher recruitment. Also, there is likely to be a mental satisfaction among teachers automatically, thus, bringing about an increase in their productivity. Innovative methods, such as publishing the name of, and giving an award to, the best employee, produces a sense of healthy competition amongst the employees.

The perceived graduate teachers' image and status as motivators

The views of respondents were also sought on the status and image of teachers in second cycle schools in the study municipality and how they could be factored into the motivation of graduate teachers. Table 15 presents the views expressed by the respondents.

Table 15 shows that roughly 67 percent of respondents indicated that they were proud to be graduate teachers. Generally, a graduate teacher is required to possess at least bachelor's degree. These categories of employees are highly skilled and could fit into jobs other than the teaching service.

Table 15: Respondents' perception of own status and public recognition

Perceptual indices of self	A	U	D
	f(%)	f(%)	f(%)
Proud to be a graduate teacher	80(67.2)	-	39(32.8)
Given other lucrative job options, I would leave the teaching profession	109(91.6)	-	10(8.4)
The graduate teacher is highly regarded and highly rated among different professionals	18(15.1)	-	101(84.9)
More graduates are willing to join the teaching service	10(8.4)	-	109(91.6)
There is a high sense of self-esteem and morale among graduate teachers	48(40.3)	1(0.8)	70(58.9)

Key: Agree – A, Undecided – U, Disagree – D.

Source: Field Data, 2009

In spite of that fact that the majority of respondents were proud to be graduate teachers, other views expressed in Table 15 negated that stand. For example, it is seen from the table that close to 85 percent of respondents disagreed that teachers were highly regarded and highly rated among other professionals in

Ghanaian society. This response is consistent with the responses displayed in Table 14. In those responses, between 70-83 percent of respondents disagreed that their salaries were at appreciable levels, considering the fact that salaries translate into the quantum of money one can have in his or her pocket, which also enhances one's social status in society.

Moreover, Table 15 shows that in view of the low prestige that some graduate teachers have of themselves, 91.6 percent of respondents disagreed that more graduates were willing to join the teaching service. In the same light, 91.6 percent of respondents agreed to the suggestion that if they were given the option to join other lucrative job options, they would not hesitate to leave the teaching profession. Somehow, it is on the basis of this perception that many a young graduate is not willing to join the teaching profession. Giving credence to this point, Oluchukwu (2000) and Robbins (1989) indicate that the individual's self-perception and recognition of others affect his status. This assertion is true in this instant in the sense that majority of respondents did not accept that graduate teachers are highly regarded as other professionals. In further explanations, Kanu (1997) and Ukeje (1991) indicate that on-the-job esteem needs are expressed in the desire for prestige and social recognition, and failure to satisfy these needs could lead a person to feel inferior, helpless, passive, and apathetic and lose focus totally.

Professional growth and development as motivators for teachers

Respondents were also asked to offer their views on the opportunities that exist for their professional growth and whether such avenues motivate them. The views expressed are presented in Table 16. Five propositions were given to respondents for them to indicate their level agreement or disagreement as they deemed fit.

Table 16: Respondents' views on opportunity for professional growth and development

Statements	A	U	D
	f(%)	f(%)	f(%)
All graduate teachers should be entitled to study leave with pay	109(91.6)	1(0.8)	9(7.6)
Teachers in second cycle institutions should have equal access and opportunity to pursue any course of their choice	50(42.0)	1(0.8)	68(57.2)
GES fully sponsors teachers in second cycle institutions to pursue any course of study at any level	25(21.0)	2(1.7)	92(77.3)
Higher education improves the total output of the graduate teacher professionally	104(87.4)	1(0.8)	14(11.8)
There are regular and adequate in-service training and refresher courses for graduate teachers	22(18.5)	1(0.8)	96(80.7)

Key: Agree – A, Undecided – U, Disagree – D.

Source: Field data, 2009

Firstly, Table 16 shows that about 92 percent of respondents agreed that all graduate teachers should be entitled to study leave with pay. Study leave with pay enables teachers who want to further their education have access to their monthly salaries whilst studying in the university or other institutions of higher learning. One way for teachers to develop themselves professionally is to go for further studies. The fact that almost all the teachers sided with this proposal means that if this were to be operational all teachers would take advantage of it and that would be motivational indeed.

On the issue that teachers in second cycle institutions should have equal access and opportunity to pursue any course of study of their choice, Table 17 shows that there was no consensus among respondents. Whilst 42 percent agreed, 57.2 percent of the respondents disagreed with the proposition. In line with GES regulations on study leave with pay, it is not every course of study a teacher chooses to do that would be allowed, since, what one does in further studies should conform to the needs of the GES. If a teacher chooses to do an unapproved course, he/she would not be sponsored and upon completion of the course would be re-engaged (Ghana Education Service, 2009). Ordinarily, the thrust of the GES study leave policy could be said to be fair but if it implemented to the letter, it would serve as a de-motivator to many a teacher.

In the same way, Table 16 shows that 77.3 percent of respondents disagreed that GES fully sponsors teachers in second cycle institutions to pursue any course at any level. However, it is significant that 21 percent agreed to the proposal is important in so far as motivation of graduate teachers is concerned

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because if the GES offers study leave with pay this would amount to sponsorship which would be a source of motivation. But the issue of full sponsorship is what the GES cannot do because the number of teachers who would qualify for such privilege would be so large the organisation to pay their fees and other expenses, including monthly salaries.

Admittedly, the majority (87.4%) of respondents agreed that higher education improves the total output of the graduate teacher professionally and the GES accepts this fact in principle by giving a section of teachers the opportunity to pursue further courses to improve upon their skills. Jensen (1992) had stated that one approach to professional improvement is by earning a higher degree.

Lastly, Table 16 shows that about 81% of respondents disagreed with the proposition that there were regular and adequate in-service training and refresher courses for graduate teachers. In fact, if what the majority of respondents had stated is the situation then it is not good because Arvey and Warren (1976) and Casio (1989) indicate that the attendance and participation of teachers at workshops, clinics, seminars, which are all in-service training, improve their work-related skills and job motivation.

Summary to Chapter Four

In this chapter the results of the study were presented analysed and discussed in tandem with existing literature on the subject. There were six objectives upon which the results were presented. In the first instant it was found that teachers considered motivation as a major factor in high performance and job

satisfaction. Consequently, promotion of teachers, good salary levels and optimal provision of incentives were seen to be major motivating factors for high performance and great job satisfaction among graduate teachers. This meant that if promotion of teachers delay, salary levels are low and incentive packages are non-existent the performance of teachers would be affected negatively. Also, the status of teachers and opportunities for continuous professional development were seen to correlates of motivation and job satisfaction for graduate teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter highlights on the summary of findings, conclusions made from the study and recommendation made based on the findings. Suggestions for further research similar to this had been given.

Summary

This study had been concerned with correlates of job motivation among teachers of second cycle institutions in Mampong Municipality of the Ashanti Region. In view of this the background of this study looked at the need for education in a developing country and efforts being made to increase the literacy levels of the citizenry. The central role that teachers play in achieving an appreciable literacy rate was emphasized and this was looked at in relation to how teachers could be motivated to put in their best. The statement of the problem reemphasized the need for teachers especially at the second cycle levels of education and factors that motivate them; it was particularly about the psychological and environmental factors of motivation.

The purpose of the study was to find out the relationship between motivation and teachers' output in the study area. To be able to achieve the

purpose of the study six research questions were set to guide the development of instruments for data collection. Subsequently, Chapter Two was devoted to the review of literature related to theories of motivation and their practical significance for the teaching profession. Chapter Three dealt with the methodology that was used to collect data for the study and how data were analysed. In a sequel to Chapter Three, Chapter Four presented and discussed results for the study. Finally, Chapter Five presented the summary of the study.

The summary of the findings of this study are presented based on the research questions constructed to help achieve the purpose for which it was conducted. First and foremost, respondents expressed views about the concept of motivation by answering questions that collectively introduced this concept. The results indicated that a large number of respondents agreed that motivation refers to the wilful desire to direct one's behaviour towards a goal, a goal directed behaviour, it is not only related to behaviour but performance and also it is both intrinsic and extrinsic. It was also found that good working conditions and work policies can be sources of motivation to teachers. Finally, it was revealed that personal achievement is a source of motivation to teachers.

After looking at the concept of motivation generally, the focus of respondents was turned to specific issues pertaining to the motivation of graduate teachers as captured in the rest of the research questions. The results of the study indicate that respondents were generally satisfied with the opportunity for professional development, relationships with heads of institution and supervisors, and relationship with colleagues.

Also, respondents were satisfied with issues relating to their prestige as graduate teachers and the teaching environment with respect to structures and materials that enhance teaching and learning. Finally, respondents were dissatisfied with their conditions of service other than salary.

Research question two focused on the opportunity for promotion as a source of motivation for respondents and the results showed that a greater number of respondents agreed that: promotion is a source of motivation and achievement of high performance as a teacher, and promotion in GES goes according to the policies of the GES. However, it was revealed that promotion in the GES delays and the system of promoting teachers in the in GES is not fair. Besides, the processes and procedures for promotion in GES are very difficult and not well laid out. On the whole, respondents disagreed with the notion that lack of opportunity for promotion makes teachers leave the GES in spite of the perceived irregular promotion formalities.

The issue of salary level of the graduate teacher as a motivator was dealt with by research question three. A large number of respondents registered their disagreement that the salary of graduate teachers is a motivational factor for high performance on the job; graduate teacher's salary is commensurate with his workload as a teacher; the salary of the graduate teacher really attracts many professionals from other sectors to the teaching service; current salary levels of graduate teachers in second cycle institutions ensure high performance of teachers; and teachers take decent salaries as compared to their colleagues in other sectors.

Research question four focused on the provision of incentives for teachers in second cycle institutions. The results indicated that graduate teachers are not very satisfied with special schemes offered to them, overtime and night allowances giving to them and other incentives offered to them.

Additionally, research question five was devoted to issues relating to the status and public perception of graduate teachers in second cycle institutions. The results of the study indicated that most respondents agreed that they were proud to be graduate teachers and also agreed to the proposition that given other lucrative job options they would leave the teaching service. With respect to the other propositions, most respondents disagreed that the graduate teacher is highly regarded and highly rated among different professionals. Thus, few graduates are willing to join the teaching service, since the self-esteem and morale among graduate teachers are not appreciable.

Finally, research question six looked at the extent to which opportunity for professional growth and development would be a motivational factor for teachers of second cycle schools in the Mampong Municipality. The results showed that:

1. Majority of graduate agree that study leave with pay should be given to teachers;

2. Again, most graduate teachers agree that higher education improves their total output on the job;

3. In spite of the benefit of continuous professional training, the GES hardly sponsors teachers in second cycle institutions to pursue any course at any

level; and there is no regular and adequate in-service training and refresher courses for graduate teachers.

Conclusions

The study generally looked at factors that could motivate graduate teachers, in view of that several theoretical perspectives on motivation were considered. Certain parameters were evolved to assess the factors that could motivate the graduate. Those parameters were concerned with issues on opportunity for promotion at the workplace, status and public perception of the graduate teacher, salary levels of graduate teachers in second cycle institutions, opportunity for professional growth and development and provision incentives for graduate teachers. The results of the study supported most of the theoretical frameworks and earlier studies reviewed. It was seen that if extrinsic and intrinsic motivational packages are made available to graduate teachers, they are likely to perform to the best of their abilities. So far the motivational schemes that GES has for graduate teachers are not adequate and this invariably means teachers are not very motivated to give off their best in achieving the objective of second cycle education in Ghana.

Recommendations

The following recommendations are made based on the findings of the study. Firstly, it was seen that the majority of respondents were largely satisfied with factors that motivate them, however, efforts must be made to ensure that the

few who were dissatisfied are adequately motivated. Also, it is recommended that conditions of service in the second cycle institutions should be improved to motivate graduate teachers to give off their best.

On issues relating to opportunity for promotion for graduate teachers in the second cycle institutions, the management of the GES should ensure that:

1. promotions are not delayed, in order words the regulations governing promotions in the GES must be strictly adhered to and

2. the system of promotion in the GES must be fair to all employees especially graduate teachers.

It is believed that when these measures are considered graduate teachers would be motivated because they felt passionate about them.

It is further recommended that the GES and government should take a second look at the salaries of graduate teachers in second cycle institutions because it was found that about 80% of respondents were dissatisfied with issues that bordered on salaries. Also, equal attention should be devoted to the provision of incentives packages for graduate teachers because majority of respondents were not satisfied with its provision. Finally, it is believed that if graduate teachers in the second cycle institutions are given salaries and enough incentives commensurate with their skills and knowledge, it would go along way to motivate and retain them in the teaching service.

Suggestions for further research

The following areas are suggested for further research:

1. It is suggested that this topic is replicated in other departments of the economy.

2. Also, it is suggested a study is undertaken into effects of levels of salary of employees on productivity and

3. The impact of teacher motivation and students' academic performance.

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APPENDIX

QUESTIONNAIRE FOR TEACHERS IN SECOND CYCLE

INSTITUTIONS

Introduction

You are required to provide answers to the following questions. The aim of this questionnaire is to investigate the correlates of job motivation among teachers of second cycle institutions in Mampong Municipality in the Ashanti Region. This research is for academic purposes which would serve as the requirement in partial fulfilment for the award of an M.A. degree in Human Resource Management. Strict confidentiality is assured with regards to any responses and information you would provide.

Section A: Demographic data

Kindly tick (√) in the box provided the response you deem appropriate. Where additional information is required, kindly supply in the space provided.

1. Name of School..

2. Sex: Male ☐   Female ☐

3. Age:

   Less than 20 years ☐

   20 – 25 years ☐

   26 – 30 years ☐

   31 – 35 years ☐

   36 – 40 years ☐

41 – 45 years ☐

46 years or more ☐

4. Present Rank:

☐ Senior Superintendent

☐ Principal Superintendent

☐ Assistant Director II

☐ Assistant Director I

☐ Deputy Director

☐ Director II

☐ Director I

5. Marital Status: ☐ Married ☐ Unmarried ☐ Single

6. Highest Academic qualification (include specialisation)

☐ First degree

☐ Master's degree

Others (specify)

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7. Are you a professional graduate teacher?

☐ Yes ☐ No

8. How many years have you taught?

Years of experience

☐

Less than 1 year

1 – 5 years ☐

6 – 10 years ☐

11 – 15 years ☐

16 – 20 years ☐

21 or more years ☐

Section B: General information

You are kindly required to tick to indicate how you disagree with the itemized statements relating to the concept of motivation.

The concept of motivation

	ITEM	RESPONSE			
	To what extent do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
9	Motivation refers to the wilful desire to direct one's behaviour towards a goal				
10	Motivation is a goal directed behaviour				
11	Motivation is not only				

	related to behaviour but performance too				
12	Motivation is both intrinsic and extrinsic				
13	Good working conditions and work policies can also be seen as a source motivation to teachers				
14	Personal achievement can be source of motivation				

Factors that may motivate the graduate teacher

	ITEM	RESPONSE			
	To what extent are you motivated by the following factors?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
15	Opportunities for professional advancement				
16	Relationship with head of institution and supervisors				
17	Conditions of service other than salary				
18	Prestige (status) as a				

	graduate teacher in society				
20	Teaching environment: structures and materials				
21	Relationship with colleagues				

Opportunity for promotion at the workplace

	ITEM	RESPONSE			
	To what extent do you agree with these statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
22	Promotions are a source of motivation and achievement of high performance as a teacher				
23	Promotions in the GES goes according to the policies of the GES				
24	Promotions are not in GES				
25	The system of promotion in the GES is fair to all				

	employees in the service				
26	Processes and procedures for promotion in GES are very easy and well laid out				
27	Lack of opportunity for promotion makes teaching leave the GES				

Salary levels of teachers in second cycle institutions

	ITEM	RESPONSE			
	In the following items, select the response which is most appropriate	Strongly Agree	Agree	Disagree	Strongly Disagree
28	The salary of graduate teachers is a motivational factor for high performance on the job				
29	The graduate teacher's salary is commensurate with his workload as a teacher				
30	The salary of the				

	graduate teacher really attracts many professionals from other sectors to the teaching profession				
31	Current salary levels of graduate teachers in second cycle institutions ensures high performance of teachers				
32	Teachers take decent salaries as compared to their colleagues in other sectors				

Provision of incentives for teachers in second cycle institutions

	ITEM	RESPONSE			
	To what extent are you motivated by the following factors?	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
33	Special schemes to ensure that teachers are able to purchase their				

	own houses and vehicles				
34	Overtime and night allowances				
35	Enough and decent accommodation for all graduate teachers				
36	Institutional award schemes in GES				
37	Relationship with colleagues				

Status and public perception of teachers in second cycle institutions

	ITEM	RESPONSE			
	To what extent do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
38	I am proud to be a graduate teacher				
39	Given other lucrative job options, I would leave the teaching profession				
40	The graduate teacher is				

	highly regarded and highly rated among different professionals				
41	More graduates are willing to join the teaching service				
42	There is a high sense of self –esteem and morale among graduate teachers				

Kindly explain your responses to the items above

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Opportunity for professional growth and development

	ITEM	RESPONSE			
	To what extent do you agree with these statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
43	All graduate teachers should be entitled to study leave with pay				
44	Teachers in second cycle institutions have equal access and opportunity to pursue any course of their choice				
45	GES fully sponsors teachers in second cycle institutions to pursue any course at any level				
46	Higher education improves the total output of the				

	graduate teacher professionally				
47	There are regular and adequate in-service training and refresher courses for graduate teachers				

Kindly explain your responses to the items above

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48. Do you wish to leave the teaching service for any other job? If yes, state

reasons

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49. Indicate the type of school in which you teach

A. ☐ Day and mixed

B. ☐ Day and not mixed

C. ☐ Boarding and mixed

D. ☐ Boarding and not mixed

50. What would you consider appropriate?

A. ☐ Single sex institution

B. ☐ Mixed institution