

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
SCHOOL OF BUSINESS

**INVESTIGATING THE SOCIO-ECONOMIC EFFECTS OF THE SINGLE
SPINE SALARY STRUCTURE ON TEACHERS.**

BY:

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partial fulfillment of the requirements for the degree of
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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration and that, to the best to my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledge has been made in the text.

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I declare that I have supervised the students in undertaking the study herein and confirm that the students have the permission to present it for assessments.

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DEDICATION

I dedicate this work to the Almighty God and my family for their support and encouragement throughout these years.

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ABSTRACT

The low or uncompetitive salary and incentives to teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students. Prior to the introduction of the single spine salary structure (SSSS), the Ghana Public Service have been operating over one hundred separate salary structures. The SSSS policy seeks to ensure that the public sector remuneration structure is rational, equitable, transparent and sustainable.

Essentially, the policy involves placement of all public sector employees listed in Article 190 of the 1992 Constitution on unified salary structure known as single spine salary structure.

A total of one hundred and sixty-five respondents were surveyed for this study. The cluster sampling technique was adopted and data collected with a structured questionnaire. The data collected was analyzed with SPSS. The study revealed that teachers lacked understanding of the policy on Single Spine Salary Structure. It also concluded that teachers are not getting the best out of the new policy introduced as compared to other professionals. Lack of motivation and job satisfaction are the main factors that hinder the social, economic and job performance of teachers. It is therefore recommended that the government, through the Ministry of Education takes a critical look at teacher remuneration and other incentive packages in order promote teachers' recruitment and retention. It can also be concluded that, teaching even though is experiencing a remuneration problem, it is still appealing to most young people and that the most significant factor that affected both teacher recruitment and retention was employee remuneration.

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LIST OF ABBREVIATIONS

SSSS	Single Spine Salary Structure
VSO	Voluntary service Organization
FWSC	Fair Wage And Salary Commission
SSSP	Single Spine Salary Pay
GUSS	Ghana Universal Salary Structure
GES	Ghana Education
JE	Job Evaluation
GNAT	Ghana National Association Of Teachers
NAGRAT	National Association of Graduate Teachers
HR	Human Resource
IGF's	Internal Generated Funds
GDP	Gross Domestic Products
JHS	Junior High School
BECE	Basic Education Certificate Examination
SPSS	Statistical Package Social Science

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The teacher is the most important resource in schools. In the view of UNESCO (2006)(cited in Baba, 2012) teachers are the most important factor in determining the quality of education that children receive. Voluntary service organization also maintained that teacher's salary is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002). In Ghana, Universal Basic Education with acceptable learning outcomes can only be attained if teachers are adequately resourced and motivated. Teachers are central to the realization of ambitious national and international education goals.

In connection with this, the 1990 world bank (cited in Bennel and Mukyanuzi, 2005) report on teacher's conditions of service concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of' 'The low salary and incentive to teacher is a major contributory factor to the abysmally poor learning achievements of primary and secondary students' (World Bank 1990). Recent studies also showed that teachers suffer from lack of motivation more than any other professionals (Jesus and Lens, 2005). Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, low prestige for teachers and lack of opportunity for promotion as the major factors.

Teaching in Ghana had remained unattractive for long time. Many saw it as a sacrificial job and for that matter a vocation which will be rewarded in heavens after life (hereafter). But the question that still remained to be answered is will all teachers go to heaven?

Teachers had lagged behind their colleagues in terms of rewards for untenable reasons such as sheer numbers and lack of funds. To retain and motivate professional teachers and also attract people into the profession, it is being imposed that a retention premium equivalent to 20% of monthly gross salary should be paid to all professional teachers in Ghana

In a situation where the image of the teaching profession is in the doldrums and morale of teachers rapidly declining, measures taken to redress the situation include the introduction of single spine salary structures.

The term single spine basically refers to the principle that all public sector workers no matter their area of specialization and the public organization they belong to must be placed or linked to one common salary structure typically like all nerves and organs of the body connected with human spine.

The SSSS policy seeks to ensure that the public sector remuneration structure is rational, equitable, transparent and sustainable. Essentially, the policy involves placement of all public sector employees listed in Article 190 of the 1992 constitution on one unified salary structure known as single spine salary structure (SSSS).

The truth is that, the single spine salary structure is about change and we all know that change can bring initial discomfort at times. However, one good thing about SSSS is that

they minimize disparities and distortions that might have hitherto bedeviled a public service salary administration system whilst they also make the public service personnel emoluments budget easier to estimate and to manage.

It must be noted that prior to the introduction of SSSS, the Ghana public services have been operating over one hundred separate salary structure. The fair wages and salaries commission (FWSC) was therefore charged with the responsibility of moving staffs from those 100 plus salary structure onto one 25-grade single spine salary structure.

1.2 Statement of Problem

It is not uncommon for two individuals to be executing the same assignment in a workplace and receive different rewards in Ghana.

According to compensation theories, employees' judge equity in compensation by their perceived level of contribution to the organization through their work and when it is clear that they are not being adequately rewarded, they seek it elsewhere. They engage in pilfering, using the organizations time to undertake their own private business or extorting money from others before executing their duty. Taking into accounts the prevailing economic conditions, social conditions and Ghana's drive to achieve macroeconomic stability, steps are underway to address the situation of inequality in the reward system in the country.

The single spine pay policy (SSPP) has been introduced under the pay reform in Ghana to ensure efficiency and effectiveness in managing the government's wage bills as well as remove disparities in public services salaries.

Teachers of all categories in the country have bared their teeth at what they perceived to be deception by government in respect of their salaries following the implementing of the single spine salary structure (SSSS) indeed they are extremely unhappy at the disparities in a situation which runs counter to their high expectation of equity and improved income.

In view of these, a study into the socio-economic effects of the single spine salary structure on teachers will give clear understanding of the issues. Problem of equity and disparities in teachers' salary will help to minimize strikes, ensure equity, fairness and transparency in public services pay administration and to also eliminate different form of discrepancy in the public service salary administration.

1.3 Objectives of the Study

The general objective of this study is to investigate the socio-economic effects of single spine salary Structure on teachers.

The specific objectives of this study are:

1. To determine the opinion of teachers on the SSS.
2. To examine the socio-economic effects of Single Spine Salary Structure on teachers.
3. To identify the effect of Single Spine Salary Structure on teachers' job performance

1.4 Research questions

1. How do teachers understand the Single Spine Salary Structure?
2. What effects does the Single Spine Salary have on the socio-economic life of teachers?
3. What effects does the Single Spine Salary Structure have on teacher's job performance?

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1.5 Significance of the Study

Based on the research finding, a strategic plan of action will be formulated. The ultimate aim of the research will be to improve the condition of service for teachers socially, politically and economically, that is, improving the living condition of teachers

This study would be useful to policy makers and educational planners to become aware of the effects of migration of teachers on to the single spine structure and living condition of the service that contribute significantly to higher performance and job satisfaction among teachers in the country and basic school in particular.

1.6 Limitation

The study involved samples from fifteen different schools in the Manhyia Sub Metro in Kumasi District in the Ashanti Region. The small nature of sample size might therefore impede generalization to the whole country.

Furthermore, since most of the data was collected through questionnaires, the mood of the respondents as well as how they understand the items on the questionnaires and circumstances surrounding the time they fill the questionnaire are likely to affect the responses they will give. These phenomena in the researcher's view could affect the findings and validity of the results and as elaborated by Leedy (1985), the fairness of the human mind, the sensitivity of instrumentation and the failure to use language to communicate thought exactly serves as obstacles to any process. This study is no exception.

1.7 Methodology

The researcher made use of questionnaires as the instrument for data collection. The questionnaires embedded both open-ended and close-ended questions to help gather the appropriate information necessary for the study. A case study approach was adopted because it provided a rich understanding of single spine pay structure in a real life context. It enabled the researcher to gather rich and detailed data. The researcher used cluster with simple random sampling techniques in the selection of one hundred and fifty teachers (150) from fifteen schools out of the fifty-seven (57) schools in the Manhyia sub-metro and fifteen (15) head teachers as well. The data collected and gathered were coded into the Statistical Package for Social Sciences (now Statistical Product and Service Solutions) version 16 and Microsoft Excel software. The analytical procedures utilized include descriptive statistics such as percentage frequencies table, pie chart, bar chart and histogram.

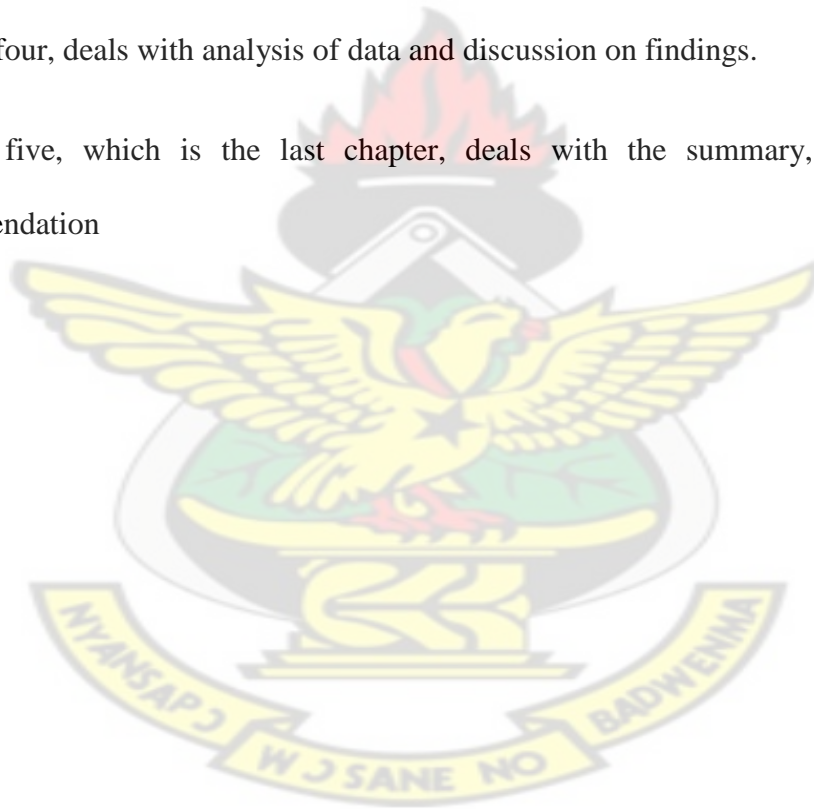
1.8 Organization of the study

The study is divided into five chapters. Chapter one comprises the introduction to the study, statement of the problem, specific objectives of the study, delimitation of the study and organization of the study.

Chapter two looks at the literature review whiles chapter three discuss the research methodology. It includes the population and sample size sampling techniques used and data collection procedure and analyzing plan use.

Chapter four, deals with analysis of data and discussion on findings.

Chapter five, which is the last chapter, deals with the summary, conclusion and recommendation



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looks at a review of issues and factors that have been explored and studied in the existing literature on single spine salary structure and examine the existing gaps. A number of theories of prominent writers on the subject have reviewed within the framework of this research in order to establish a common understanding of the concept.

2.1 Conceptual Framework and Theoretical Perspective

Grade structures are needed to provide a logically designed framework within which an organization's pay policies can be implemented. Structures enable an organization to determine where jobs should be placed in a hierarchy, to define pay levels and the scope for pay progression and provide the basis on which relativities can be managed, equal pay can be achieved and the processes of monitoring and controlling the implementation of pay practices can take place. A grade and pay structure is also a medium through which the organization can communicate the career and pay opportunities available to employees (Armstrong and Murlis, 2005, p.196).

According to Dyk, (2010) “ The new public sector pay policy, the single spine salary structure comes to effect tomorrow but already there are indications a section of the public sector workers are not in favour of it. The new pay policy is a unified salary structure that places all public sectors within the same pay range”. It would replace all existing salary scheme within the public service. In the months prior to the policy's

implementation, various labour groups have taken diverse positions on certain aspects of the policy.

The Ghana Police Service (2010), which was the first institution to have been put on the system, has hailed the SSSS, professing that it has brought about a substantial increment in the salaries of the police who were among the lowest paid employees in the public service. Other public workers have, however, expressed dissatisfaction with the SSSS with regard to fairness, equity and transparency. Health workers, for instance, have raised genuine issues about internal relativity distortions and lack of transparency in the placement of their jobs on the SSSS. Even though re-evaluation of some of the jobs has been done, the exercise has not helped the situation any better. Apart from health workers, other public workers including Ghana Prison Service staff as well as civil service and local government staff have also come out strongly against the SSSS, saying it is fraught with distortions and inequity.

Lieberman, (2010) reiterates that “some of these labour groups have accepted the need for a single pay structure but more have kicked against the whole idea. Most vocal against the policy is the Civil and Local Government Services Association of Ghana (CLOGSAG), which has called for the single spine pay policy to be scrapped”. The group says the Ghana Universal Salary Structure (GUSS) should be maintained and other workers brought on to it. James Ekow Amissah, (2010) the Acting President of CLOSSAG said “a lot of money had been spent addressing problems associated with GUSS and there was therefore no need to abandon the policy and go for SSSS”. He further added that “another challenge is that while the GUSS has twenty-four (24) levels, the SSSS has twenty-five (25) levels which will create more problems.

The University Teachers Association of Ghana (UTAG), (2010) on the other hand has welcomed the pay policy. They have however, expressed worry that the committee set to review the job evaluation process has not communicated much information to the public. The president of UTAG, Dr. Samuel Kwesi Aseidu Addo (2010) said, “The universities are also concerned about the migration of salaries to the Controller and Accountant General’s Department (CAGD). We have written papers through the Vice chancellors Ghana..., we are not in favour of it because it will cause more problems than they are trying to solve.

The national Association of Graduate Teachers (NAGRAT) has also welcomed the SSSS, but like UTAG, it says “the job evaluation process should be redone”. Despite these calls by various groups, the fair Wages and salaries Commission (FWSC) from tomorrow July 1st. play the attached audio and listen to disagreements by the various groups over the new pay policy”. *Source: Joy News Report July 2011.* The emerging issues point to the fact that the inherent problems with the placement of jobs on the SSSS have not been addressed satisfactorily and this has potential risk of derailing the intended objectives of the SSPP. While acknowledging that there is no perfect salary structure, it is extremely important for the FWSC to engage the public service worker on the SSSS to address their legitimate concerns in order to secure their cooperation for the smooth implementation of the policy and to forestall industrial and labour problems in the country.

2.2 Equity Theory

Adams’ Equity theory focuses perception of equity (fairness) or balanced give and take.

Equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow them. This social comparison process is driven by peoples concern for fairness and equity. Researchers confirm equity theory as one of the most useful frameworks for understanding work motivation. Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers' perceptions of their own status and are just as relevant to motivation in developing countries as in industrialized ones. This seems to be equally prevalent in developing as well as developed countries (Bennell and Akyeampong, 2007). Patterns of motivation may be expected to depend on teachers' personal characteristics and perceptions of their role, as well as the circumstances of their work.

2.3 Goal Theory

Goal theory focuses on the positive motivational benefits of knowledge of results and goal-setting. However, many organizations including GES still provide employees with little or no information about their performance. But feedback can have considerable impact on teachers' performance.

Locke (1968, cited in Bennell and Akyeampong, 2007) offers the theory of goal – setting as a means of motivation. This theory focuses on goals for motivation such as teachers' involvement in long term professional goals or objectives such as policy making. Here goals direct effort and provide guidelines for deciding how much effort to put into each activity when there are multiple goals. Participation in goal-setting increases the

individual's sense of belongingness, control and fairness in the work place. Locke (1968) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. This brings about the issue of lack of participation in decision making with regards to education policies.

2.3.1 Johnson Three-Model Theories

Johnson combined (Expectancy theory, Equity theory and Job enrichment theory) in to what constitute his three models. In this sense, Johnson (1986), states that, there are three theories of motivation and productivity that teachers' motivation is based on.

1. Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such a bonus or a promotion that is worth working.
2. Equity theory: Unfair treatment for their efforts and achievements makes individuals displeased.
3. Job enrichment theory. The more varied and challenging their work is, the more productive employees become

While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and "reform-oriented staff development. There is a tight relation between performance-based pay and a career ladder to be climbed to take higher

pay and higher status. Also, merit pay is known as "a compensation system" where employees are paid in terms of their performance. However, in educational practice, merit pay indicates a bonus plan that "supplements that standard pay scale and rewards teachers for special services, a multi-track pay scale that provides rapid salary advancement for outstanding teachers, or a bonus plan for accomplishment such as participating in extracurricular activities, or conducting in-service training" (Johnson, 1986).

2.4 Pay Reforms In Ghana.

Over the years, managing the public sector wage bill within sustainable economic framework, while harmonizing the remuneration structure, has been a major concern of the Government (Seniowoliba, 2014). The public sector wage bill has been a persistent source of budget over-run apart from the fact that it has also been characterized by large inequities across sectors and by overall compression across skill levels. The pay administration has also been faced with the challenge of cumbersome negotiations involving the Government and a large number of unions at different times, making the management of the wage bill extremely difficult (Ankomah, 2009). Furthermore, while public sector wage bill forms relatively high proportion of government overall expenditure. The average public sector salaries in Ghana, particularly in the civil service, have remained low and uncompetitive, making it difficult for the Government to attract and retain technical and managerial talents required for substantial efficiency and productivity gains in the public sector (Ankomah, 2009), (Seniowoliba, 2014). Even

though various attempts have been made by successive governments from the 1960s to undertake pay reforms and review with the goal of improving public service salaries and managing the recurring canker of disparities and inequities in the pay administration system, the situation has not improve any much better (Ankomah, 2009),(Seniwoliba, 2014). The issues of distortions, inequities and low incomes have continued to persist within the public service and this has led to a lot of problems at the labour front. In this regard, Ghana has gone through quite a handful of wage and salary administration regimes and structures, especially in the public sector. One can remember the days of the Prices and Incomes Board and the frustrations in the implementation of the recommendations of the Price Water House Coopers Salary Structure and the Ghana Universal Salary Structure (GUSS).

In 1997, the government of Ghana decided to address gaping disparities that had emerged between the pay of civil servants and those in the wider public sector. A nationwide job evaluation exercise was undertaken and a new grading and salary structure was developed to create equity. Despite these efforts, the Ghana Universal Salary Structure was only marginally successful as most public sector institutions did not convert to the new system. Between 1999 and 2006, the few institutions that did so were considered consistently disadvantaged as a result of re-established pay and grade disparities (Seniwoliba, 2014).

2.5 The Single Spine Salary Structure

In 2006, the Kufuor administration addressed these problems, hence the single spine salary Policy (Seniwoliba, 2014). According to (Cudjo, 2013) Single spine basically refers to the principle that all public sector workers no matter their area of specialization and the public organization they belong to must be placed or linked to one common salary structure, typically like all nerves and organs of the body connected with the human spine. It is suggested that having employees with the required qualification, skills and abilities to perform their job well is only part of the equation and will not automatically result in improved job performance (Yamoah2014). A fair and transparent employee reward system and other innovative strategies that include supportive working environments or positive work climate, job enrichment, educational opportunities, etc are seen as some of the ways to transform the overall context in which employees deliver their work, enhance their motivation and consequently improve the overall performance of the organization.

One of the pay reform attempts made prior to the introduction of the SSPP was the Price Water House pay reforms in 1997, which resulted in the adoption of the GUSS. The GUSS was intended for implementation in all institutions in the public services to deal with salary inequities and distortions. It could however, not realize its intended objectives as sections of the public services were allowed to opt out without any sanctions being applied. Besides, the Central Management Board and the Appellate Body to manage its implementation were not backed by any legal instrument and were also not adequately resourced.

Following from the above, the driving forces behind the introduction of the new pay reforms can be summed up as:

- Rising cost of the public sector wage bill.
- Pay disparities that have emerged within the public service.
- Low and uncompetitive remuneration in the public service (GOG,2009)

Under the SSSS, job within the same job value range are expected to be paid within the same pay range in accordance with the principle of “equal pay for work of equal value”.

The value of the public sector jobs was assessed through job evaluation (JE) exercise. The process of the JE exercise involved evaluation of jobs descriptions/specifications for each job and the summing up of the evaluation points for each job to determine the “job worth” four common factors groupings including knowledge and skills, responsibility, effort and work condition (GOG,2009).

Single Spine Salary policy seeks to ensure that the public sector remuneration structure is rational, equitable, transparent and sustainable. Essentially, the policy involves placement of all public sector employees listed in Article 190 of the 1992 Constitution on one qualify salary structure (SSSS). The public sector employees included in the SSSS are those in the civil service, the judicial service, the Audit service, the Ghana education service, the Ghana Health service, the parliamentary service, the National fire service, the customs, Exercise and preventive service, the internal revenue service, the local government services, the police service and the prison service. Workers in public corporation other than those set up as commercial ventures, public services established by

the constitution and all other public service as parliament may by law prescribed also included in the SSSS.

Those excluded from the structure are the military and public officials covered by Article 71 of the 1992 constitution of Ghana. Those public office holders include the president, the vice president, the chairman and members of council of state, Ministers of state and their deputies, the speaker and Deputy speakers and members of parliament, the Chief Justice and other justice of the superior court of Judicature, the chairman and deputy chairman of the Electoral Commission and others.

The new pay reforms also involve the establishment of a fair wages and salaries Commission (FWSC) to serve as an institution responsible for the implementation of the pay policy. The commission, which was established by an Act of the parliament (Act 727, 2003) is mandated to ensure that decision related to public sector salaries, wages, grading, classification job analysis among others, are properly managed and coordinated. It also ensures the control and coordination of public sector wage and salary negotiation.

2.6 Components of the Single Spine Salary Structure.

Traditionally wages and pay have been determined through government regulation, minimum wage determination, negotiation with unions, decisions of arbitration or labour courts and the individual contract of employment (Silva,1997). The factors or criteria which have influenced pay and pay increases include profit (but generally unrelated to

individual or group performance), job evaluation, seniority, cost of living, manpower shortage or surplus, negotiating strength of the parties and skills (Deb, 2009)

Pay policies and systems are designed to satisfy certain objectives or needs of both employer and employee. From the employer's perspective, pay should attract suitable employees, encourage them to stay, motivate them to perform and to develop their skills and abilities (Yamoah, 2014). It should also be linked satisfactorily to the employer's financial position and to the employee's productivity and efficiency. It should also reflect the importance to the employer of the job or tasks. From the employee's perspective, pay should satisfy basic material needs, provide an incentive to work, develop skills and satisfy basic status needs, along with the concepts of work equity (Yamoah, 2014).

Pay systems must consider the historical context in which pay has developed in the particular country, readiness for change and acceptability by key stakeholders. In Ghana, the unions and employees associations have a major influence in this area (enchia, 2008).

The Government of Ghana is, effectively, a single employer across the entire public sector, although there are different institutions and negotiation mechanisms (enchia, 2008). Two of the underlying reasons for the reform were pay equity and minimizing the number of salary structures across the public sector. A strong case was, therefore, made to adopt a single spine pay structure for all employees. This would enable Government to manage the wage bill more effectively and maintain equity. (Ankomah, 2007)

A major concern of stakeholders was the perception of pay inequities. To understand the gap and comparability of pay within and across the entire public sector an analysis of the

current pay differentials of jobs in their new grades was undertaken. The results of the pay differential analysis enables Government to determine where funds available for increases in pay would be best placed to improve equity.

The objectives of the single spine pay structure are to:

- Place all public sector employees on one pay structure.
- Ensure that jobs within the same job value range are paid within same pay range
- Allow Government the ability to manage the wage bill more efficiently
- Ensure compliance and ease of monitoring pay structures of independent institutions
- Minimize industrial relations tensions related to pay distortions across the public sector.

The relevance of organized labour remains valid within the single pay spine framework.

The initial single spine and the setting of the annual amount for the lowest paid worker in the public sector will be determined within the negotiating framework. Additionally, allowances and benefits that are not directly related to the core description of the job and conditions of services will continue to be negotiated (enchia ,2008).

The pay improvements are expected to be implemented in five phases. The phase one single pay spine has an established number of pay points for the various grades and steps in the grade structure and the structure has overlaps. Movement from phase 1 to phase 2 will be dependent on all employees being brought to equity by paying them within the pay range established for their job and funding availability. This may require more than one year. Movement to phases 3 - 5 will depend on Government's ability to pay. The structure considers that annual increments and promotions will be based on a robust performance appraisal system(enchia ,2008) .

Allowances are a significant element of public sector compensation in Ghana. Their provision, as supplements to pay, has created further inequities. The basis and amount of allowances vary from institution to institution and are often the result of collective bargaining agreements or established conditions of service.(labour,2003)

The categorization of allowances provided by Price Waterhouse Associates in 1997 remains valid:

- Category1 - Allowances related to the normal duties, responsibilities and requirements of a job.
- Category2 – Allowances that are the result of special conditions and/or circumstances that arise from time to time which require some compensation. (eg. Overtime, acting, etc.)
- Category3 - Allowances and/or benefits that are staff welfare or job related. Staff welfare benefits would be those that the employer considers would enhance the well being of the employee and their family (eg. Medical) Job related allowances are those associated with the performance of the job and for which the staff would not be expected to pay (eg night subsistence, transfer, etc)
- Category 4 - Allowances associated with providing accommodation and/or a standard of living for particular positions. (eg. Housing, domestics, utilities, etc.)

The allowances in each of these categories were identified in documents across institutions in the public sector. In an effort to establish equity it was concluded that:

The basis for Category 1 allowances was considered in the job evaluation and therefore no additional compensation or allowance would be appropriate. These allowances would be discontinued with the implementation of the single pay spine structure

- Category 2 and 3 allowances would be standardized through the negotiation process.
- A portion of Category 4 allowances would be standardized through the negotiation process. The approach to resolving the free housing benefit for non-duty post personnel would be resolved through further review and the negotiation process.

2.7 Ghana Education Service Staff onto the Single Spine Salary Structure

Migration is the movement of public service employees from a current salary structure onto the Single Spine Salary Structure (commission, 2014).

The migration of the Ghana Education Service (GES) staff unto the Single Spine Salary Structure (SSSS) at the end of February, 2011 brought in its trail agitations from the teaching employees of the Service. These agitations centered on two main issues

- Technical errors including wrong placements of employees on the Single Spine Salary Structure.
- Quantum of salaries paid, which were below the expectations of many (GADIKOR, 2011).

Teachers of all categories in the country have bared their teeth at what they perceived to be deception by government in respect of their salaries following the implementation of

the single spine salary structure (SSSS)' It is shameful for the government to play politics with teachers' fate. Here is the puerile reaction from Mr. George Graham Smith chairman of the Fair Wages Commission who blamed GNAT and NAGRAT "for exerting pressure on the commission to migrate teacher onto the single spine salary structure have the anomalies" Earlier, health workers and teachers were held in high esteem. Of late this honour accorded them is diminishing, leading to exodus of health workers and teachers into other sectors of the economy. Others are even leaving for "greener pastures" (better conditions) in other countries, which leads to "brain drain" (Spio,1999).

This single spine salary seems to be creating more anxieties and fear among salaries workers migrated to it than what will make them leave signs of relief on pay day. Indeed, they are extremely unhappy at the disparities, a situation which runs counter to their high expectation of equity and improved income. The general secretary of GNAT, Irene Adanusa told joy News that the salary structure was not a guarantee for astronomical salary increase but some politicians exaggerated matters whipping up people's expectation about the new pay structure.

It is clearly stated in government's white paper that, 'no worker should be worst of than they are in the prevailing system'. With this statement, workers had great expectation that significant salary increases should and will be accessible to everyone irrespective of merit but that was not the case hence, the current strike action in the public sectors organization.

The single spine pay policy (SSPP) is seen as a worthwhile intervention which if properly and fully implemented could play a focal role in harmonizing remuneration in the public

service and enhance the pay of the public workers in a manner that is equitable and consistent with the country's desire to improve efficiency and productivity in the entire public sector. The reality, however is that there is a declining confidence of some public workers and unions in the ability of the reform to realize its intended objectives.

2.7. 1 Challenges of Single Spine Salary Structure

One of the challenges with the SSSS is that Human Resource management in many public institutions are too weak and as long as staff appointments and placements are left in the hands of individual organizations, inequalities will continue. Many HR managers are not mindful of the cost of single spine and keep on practicing as the time of old.

Another challenge with the SSSS is confidence in the fair wages and salary commission and their independence from politicians. For instance although job evaluation (JE) may place a particular institution at some level, politicians may add up to such workers due to agitations and demonstrations from their unions and association. A typical example is the “15% Retention Fund” which was added to the GNAT/Teachers. This kind of attitude will not help and show weakness of government and encourages unnecessary competition among workers.

Some organizations have what is termed as “Internally Generated Funds (“IGFs”) These Internally Generated Funds are used to Cushing Staffs in such organization and this is why some organizations are still better and attractive than others, although same service classification. SSSS was intended to migrate public sector competition with respect to financial incentives but this has not been the case at all.

The situation is complicated by the need to meet government contractual obligations such as debt service payment, social security contribution, pension and gratuities and wages, some of which will increase with the implementation of single spine salary structure.

In the face of the serious rigidities in the budget because of the statutory transfers and contractual obligations implementing the single spine salary structure would result in inadequate resources for funding of social intervention programmes on a sustainable basis.

Although the implementation of this new wage policy is stretched over a period of five years, the wage bill for fiscal year 2011 is estimated at 12 percent of GDP making it one of the highest in sub-Saharan Africa. Not only that but also over 75 percent of the total wage bill and the associated increases resulting from the single spine salary structure goes to employees in only three MDAs namely the education, health and local government which ironically are the very sectors with the statutory funds that introduce rigidities in the budget structure and leaves no space for the sustainable implementation of the single spine salary structure.

2.8 Alternatives to the Single Spine Pay Structure

The main alternative to a single pay spine is where governments wish to establish decentralized pay-setting with individual ministries or agencies having delegated authority to determine pay, resulting in multiple pay-bargaining. In such circumstances each agency may develop its own pay structure. Governments normally develop such

decentralized approaches in response to pressures to respond much more flexibly to pay requirements. This typically occurs when government agencies have very varied employment requirements, or are recruiting in very specific labor markets.

With decentralized pay arrangements it is essential that pay-bargaining is entirely separate from budgeting, with those responsible for pay-setting having clear budget parameters established before they agree to pay settlements. Decentralized pay can only be introduced where the different pay-setters have the competence to determine and negotiate pay.

The main purpose of decentralized pay is to give managers discretion to organize operations as they think best to produce higher performance: it follows that decentralized pay normally takes place within organizations which have established performance management frameworks to hold managers accountable. There will normally also been arrangements for monitoring pay settlements across government. It follows that the necessary financial management arrangements must also be in place to permit this sort of system to operate.

2.9 Reward System

Malhotra et al (2007) define rewards as ‘all forms of financial return, tangible services and benefits an employee receives as part of an employment relationship’. It is without doubt that every employee expects some level of reward after delivering a function or task. Employees expect employers to deliver or execute designated duties to their

satisfaction whilst employees also expect their employers to assure them of adequate wages and salaries (rewards) after they dutifully deliver what is expected of them. According to the Oxford Dictionary, performance, which originates from the word ‘perform’, is to carry out, accomplish or fulfill an action, task or a function. The reward for executing a task or a function is what is termed as motivation. Even though people work for salary or wages (rewards), there are numerous ways of rewarding (motivating) employees according to the task or function performed. Rewards basically falls into two categories; extrinsic and intrinsic rewards. Shanks (2007) notes that extrinsic rewards are ‘a host of external things that managers can provide that may serve as incentives for employees to increase productivity’. These include money, benefits, bonuses, promotions, flexible schedules etc.

According to Shanks (2007), intrinsic rewards are internal to the individual and are in many ways less tangible. In fact, they are highly subjective, in that they represent how the individual perceives and feels about work and its value’. Malhotra et al (2007) argue that ‘intrinsic rewards are inherent in the content of the job itself’ and include ‘motivational characteristics such as skill variety, autonomy and feedback’ as well as employee participation in decision making and role clarity (Gilsson and Durick, 1988, Singh, 1998). Manion (2005) also notes five types of extrinsic rewards which can be summarized as healthy relationship, meaningful work, competence, progress, and choice.

Researches into rewards as motivation tend support two schools of thoughts with regards to extrinsic and intrinsic rewards. One school of thought argues that extrinsic rewards are more powerful and effective in attaining employee motivation, performance and

commitment (Angle and Perry1983) while the other school of thought argues that intrinsic rewards are best suited for motivating employees (Brief andAldag 1983). Most organizations view rewards as a means of motivating certain behaviours in employees. Specifically, rewards are intended to motivate employees to perform effectively and efficiently towards achieving organizational goals. Malhotra et al. (2007) note that no matter the kind of organization one looks at, 'rewards play an important role in building and maintaining the commitment among employees that ensures a high standard of performance and workforce stability'.

The rationale for the use of rewards is to motivate or induce certain behaviours among employees which are viewed as beneficial for enhanced performance while inhibiting other behaviours which they perceive as detrimental to organizational growth and performance. This is best achieved under what Vroom terms as expectancy models. Martin (2005) argues that the 'the basis of expectancy models is that motivation is a function of the desirability of the outcome of behaviour. That is to say, an individual is motivated to produce expected behaviour if he or she is certain that that behaviour will lead to certain rewards.

The ability of managers to obtain employee satisfaction with rewards is a complex process.

Indeed, it is a function of several related factors which any manager who intends to achieve it must critically study to be able to positively implement.

First, each employee satisfaction with rewards is intrinsically related to what he or she expects from the organization and what is actually received. Feelings of satisfaction or dissatisfaction occur when employees compare their inputs such as education, job skills, and effort to the mixture of intrinsic and extrinsic rewards which they receive from their organizations.

Employee satisfaction or dissatisfaction is also influenced by comparisons they make with other people in similar job positions and organizations. It is no secret that employees keep comparing their input/output ratio with colleagues in similar positions and organizations even though such comparisons are not always properly done. In most cases, employees tend to overestimate their input when making such comparisons. The onus therefore lies on managers to adequately and effectively communicate job performance appraisal methods to employees to avoid misperceptions and wrong comparisons.

Finally, many authors have noted that employee satisfaction results from a mixture of rewards other than any one particular reward (Shanks 2007, Bessell et al. 2002, Drake et al, 2007).

Evidence from various researches done over the years suggests the importance of both extrinsic and intrinsic rewards. To achieve enhanced employee satisfaction, neither one can be substituted for the other. Employees who are well paid but are made to work in environments which are not conducive or made to do repetitive work will leave for other organizations because of the lack of intrinsic rewards just as employees who work in interesting and enabling work environment will leave because they will be dissatisfied with extrinsic rewards.

As stated earlier on, the process of motivation requires a partnership attitude between management and employees. Managers can however play a key role by having great in-depth understanding of the linkages between motivation, performance and rewards to help their workers stay motivated on the job. This is because the process of motivation requires more than just the provision of adequate rewards. It encompasses other equally vital elements some of which are discussed below.

Creating an Enabling Environment While managers require motivated employees to work with, an often overlooked factor is the circumstances under which work activities take place. When the work environment is not conducive, or there exists negative attitude, it becomes difficult for employees to be motivated. Bessell et al (2002), argue that 'if a supervisor or team leader approaches the workplace with a positive, upbeat attitude about the work projects, that enthusiasm should transfer to associates, thus creating a better work environment' and vice versa.

It is essential that managers are advised to ensure that behaviours are either rewarded or punished in a timely manner. Dubrin(2004) notes that 'for maximum effectiveness, people should be rewarded shortly after doing something right and punished shortly after doing something wrong'.

Other issues which can impact the work environment in one way or the other pertains to mutual respect between managers and employees. Adkins (2006) notes that communication is very essential to keeping employees motivated and helps in maintaining a 'motivated culture' in the workforce. She notes that there is the need for managers to put in 'a system of regular staff appraisals and stresses that it is crucial to

clearly articulate what the objectives of the business are' (Adkins, 2006). By so doing, employees can get a clear sense of what is expected of them. She stresses further that managers need to let 'people know how they contribute to the company and how they make a difference'.

2.10 Compensation

Milkovich and Newman (1999) said Compensation refers to all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship. The Journal of Global Business and Economics (2010) defines compensation as 'the combination of all cash incentives and the fringe benefits mix that an employee received from a company which constitutes an individual's total compensation.'

Chhabra (2001) refers to Compensation as a wide range of financial and non-financial rewards given to employees for their services rendered to the organization. It is paid in the form of wages, salaries and employee benefits such as paid vacations, insurance, maternity leave, free traveling facility, retirement benefits, etc. He indicated that the term 'wage' is used to denote remuneration to workers doing manual or physical work. Thus, wages are given to compensate the unskilled workers for their services rendered to the organization. Wages may be based on hourly, daily, weekly or even monthly bases.

On the other hand, Chhabra(2001) said that the term 'salary' is usually defined to mean compensation to office employee, foremen, managers, professionals and technical staff. Salary is generally paid on weekly, monthly or yearly basis. Thus, the time period for which salaries are paid is generally higher than in the case of wage payments. He

further commented that while wages may be based on the number of units produced or the time spent on the job, salary is always based on the time spent on the job.

2.10.1 Indirect Compensation (Fringe Benefits)

Dessler (2011) refers to Indirect Compensation as the indirect financial and non-financial payments employees receive for continuing their employment with the company which are an important part of every employee's compensation. Other terms such as fringe benefits, employee services, supplementary compensation and supplementary pay are used.

Armstrong (2009) says Indirect Compensation or Employee benefits are elements of remuneration given in addition to the various forms of cash pay. They also include items that are not strictly remuneration such as annual holidays. Management uses it ostensibly to facilitate its recruitment effort or influence the potential of employees coming to work for a company, influence their stay or create greater commitment, raise morale, reduce absenteeism in general and improve the strength of the organization by instituting a comprehensive programme in this area (Noe et al, 1996).

According to Chhabra (2001), Indirect or Supplementary Compensation involves 'fringe benefits' offered through several employee services and benefits such as housing, subsidized food, medical aid, crèche and so on. It involves rewards provided by organizations to employees for their membership, attendance or participation in the organization. Because of the increasing costs of fringe benefits, some people also label them as 'hidden payroll.' Benefits currently account for almost 40 per cent of the total compensation costs for each employee. The basic purpose of fringe benefits or

supplementary compensation is to attract and maintain efficient human resources within the organization and to motivate them.

2.10.2 Types of Indirect Compensation

Below are some of the more popular indirect compensations offered by today's organizations (Byars and Rue 2008):

A. Social Security: This is a federally administered insurance system. According to law, both employer and employee must pay into the system, and a certain percentage of the employee's salary is paid up to a maximum limit. How much is paid by employer and employee is calculated on the average monthly wage (weighted toward the later years). It is provided mainly to give financial security to employees when they retire.

B. Workers' Compensation: is meant to protect employees from loss of income and to cover extra expenses associated with job-related injuries or illness. The laws generally provide for replacement of lost income, medical expenses, rehabilitation of some sort, and death benefits to survivors, and lump-sum disability payments.

C. Retirement Plans: Retirement and pension plans, which provide a source of income to people who have retired, represent money paid for past services. Private plans can be funded entirely by the organization or jointly by the organization and the employee during the time of employment. One popular form of pension plan is the defined-benefit plan. Under this, the employer pledges to provide a benefit determined by a definite formula at the employee's retirement date. The other major type of retirement plan is the

defined –contribution plan, which calls for a fixed or known annual contribution instead of a known benefit.

D. Paid Holidays: These comprise Christmas Day, New Year’s Day, Independence Day, Labour Day, etc. One relatively new concept is the floating holiday, which is observed at the discretion of the employee or the employer. Another relatively new concept is referred to as personal time-off or personal days. Under this concept, organizations give employees a certain number of days with pay to attend to personal affairs. Normally these days can be taken at the employee’s discretion.

E. Paid Vacations: Typically, an employee must meet a certain length of service requirement before becoming eligible for paid vacation. Also, the time allowed for paid vacations generally depends on the employee’s length of service. Unlike holiday policies that usually affect everyone in the same manner, vacation policies may differ among categories of employees. Most organizations allow employees to take vacation by the day or week but not in units of less than a day.

F. Other Benefits: In addition to the previously discussed major benefits, organizations may offer a wide range of additional benefits, including food services, exercise facilities, health and first-aid services, financial and legal advice, and purchase discounts. The extent and attractiveness of these benefits vary considerably among organizations. For example, purchase discounts would be especially attractive to employees of retail store or an airline.

2.11 Job Satisfaction

Teachers are always regarded as a powerful resource in any educational system; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996) and the commitment to the teaching organization (Klecker & Loadman, 1996). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997).

Various theories of job satisfaction have been developed by psychologists and management scholars. They tend to assign different degrees of importance to sources of satisfaction. Greenberg and Baron (1997) define job satisfaction as an individual's cognitive, affective, and evaluative reactions towards his or her job. Employees tend to compare what they want from their job circumstances with their real experience. If employees receive more positive reactions than they expect, they will experience higher job satisfaction (Daft, 2003).

Research on teacher job satisfaction has gained in popularity in the past decade, but few of them have linked it with human resource practices within the educational system. With the spread of globalization, educators and researchers are calling for more comparative studies across the world. Studies by Cobbold (2007) and Ouyang and Paprock (2006) have indicated that more teachers are leaving the profession to take on new or practicing their profession outside their home countries. Ghana clearly is not immune from this exodus of teachers.

Ouyang and Paprock (2006) clearly outline community, school and teacher characteristic as the factors that affect teacher job satisfaction. Studies by Reiner and Zhao (1999) and Ting (1997), indicate that individual characteristics such as race, gender, educational level and age has significant effects on job satisfaction. However, the work environment is stated in most studies as the primary predictor of employee job satisfaction (Mudor and Tooksoon, 2011).

Human resource management practices and job satisfaction are studied widely in different parts of the world. It is assumed that Human Recourse (HR) practices are closely associated with job satisfaction (Ting, 1997). Because many scholars and practitioners believe that sound HR practices result in better level of job satisfaction which ultimately improves organizational performance (Appelbaum, Bailey, Berg and Kalleberg, 2000).

Steijn (2002) found that HRM practices have positive effects on job satisfaction of the employees of the Dutch public sector employees whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Gould-William (2003) showed that the use of specific HR practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

The recent strikes by teachers with regards to the single spine salary structure clearly shows that most teachers are not satisfied with their job. Pay structure and human resource management practice have been identified by most scholars as human resources management most important tool for ensuring employee job satisfaction. The pay has an

important role in implementation strategies (Mudor and Tooksoon, 2011). First, a high level of pay and/or benefits relative to that of competitors can ensure that the company attracts and retains high quality employees, but this might have a negative impact on the company's overall labour costs. Second, by tying pay to performance, the company can elicit specific activities and level of performance from employee (Noe, Hollenbeck, Gerhart and Wright, 2006).

Studies by Ting (1997) and Katz (1987) assert that significant amount of cash remuneration can go a long way to improve job satisfaction and productivity. Therefore teachers in the country should be well remunerated so as motivate them give out their best and prevent them from moving on to other jobs or practice their profession elsewhere. For their rewards needs to be on earth where they render their services not in



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter describes how the research was carried out outlining step by step activities involved in designing the approach and questionnaires. It explains the various sources of data used for the project. The term 'methodology' refers to the structured sets of procedures and instruments by which research is conducted. It is a framework within which facts are registered, documented and interpreted in a piece of research. The two basic methodological approaches to which different studies might naturally lend themselves are the qualitative and the quantitative methods. Whilst qualitative research is more descriptive, quantitative research are more often draw inferences based on statistical procedures and often makes use of graphs and figures in its analysis (Ghauri and Grønhaug, 2005).

In recent years, it has become common to use both qualitative and quantitative methods in a single research (Ghauri and Grønhaug, 2005). However in this study, the researcher made use of quantitative approach. Quantitative research was used because the effects of migration of basic school teachers onto the single spine salary structure required empirical measurements or variables for the purpose. Knowing very well that the creditability and validity of any research findings largely depend on the methods employed in data gathering, analysis and interpretation, the researcher adopted conventional methods and procedures that did not only establish the credibility of the findings, but also facilitated easy reading and understanding of the final report. This

section discusses the population, the sample, the sampling techniques, the research instruments used for this study and the organizational profile of Manhyia sub-metro.

3.1 Research Design

A research design is the overall plan for relating the conceptual research problem to relevant and practicable empirical research. In other words, it provides a plan of what data to gather and how to analyze the data. In this work a case study approach was adopted as the research design. A case study research offers researchers the opportunity to have an in-depth understanding of a problem or situation under study. In this research, Manhyia sub-metro was used as the case study.

A case study is a strategy for doing research which entails an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. A case study approach was adopted because it provided a rich understanding of single spine pay structure in a real life context. It enabled the researchers to gather rich and detailed data.

3.2 Target Population

In research the term population is the total number of all individuals or objects known to have similar characteristics that exists in the area of investigation. It refers to the targeted group which would provide information for analysis. The population of the study encompassed all teachers in the public basic schools with both primary and JHS located

in the Manhyia sub-metro with an approximated figure of one thousand one hundred and forty 1,140 and all their head teachers with an approximated figure of about ninety-seven (97) head teachers.

3.3 Sample Size and Sampling Techniques.

Since it was impracticable to collect data from the entire population due to budget and time constraints, a sample was targeted. The research used cluster with simple random sampling techniques in the selection of one hundred and fifty teachers (150) from fifteen schools out of the fifty-seven (57) schools in the Manhyia sub-metro and fifteen (15) head teachers as well. In doing this, the two division namely Manhyia circuit and Dichemso circuit within the sub-metro was labeled as clusters with a total of 57 schools within the Manhyia sub-metro in the Kumasi districts of Ashanti region. Eight schools were selected from Manhyia circuit and seven from Dichemso circuit using random sampling. The names of the teachers in each of these school were collected from the administration and 10 names selected at random from each of the list of names using simple random sampling technique to arrive at the total of one hundred and fifty (150) teachers and either the Headmaster/Headmistress or the Assistant Headmaster/Headmistress base on their availability at each school at the time of conducting the research totaling one hundred and sixty-five (165) participants for the study.

3.4 Data Sources

In gathering information for this study, both primary and secondary sources of data were utilized. A combination of both primary and secondary sources of data provides a wide range of reliable data and helped to build the accuracy and reliability of the conclusions and the recommendations that were made

3.4.1 Primary Data

Primary data is made up of new materials collected by the researcher for the purpose of the study. The primary data which served as the source of data for this study was obtained by the use of questionnaire. The questionnaire is provided in appendix A. The researcher designed the questionnaire and it consisted of three main sections. The first section elicited demographic information on the participants. This included age, gender, and educational background, number of years served in the school and among others. The second section solicited teachers view on the single spine salary structure and the last section elicited information on both socio- economic and job performance effects of teachers in the Manhyia sub-metro. The last section which measured effects had a three point Likert scale with a response of Agree, Undecided and Disagree.

3.4.2 Secondary Data

Secondary data was made up of materials which have been gathered previously. It has the advantage of being inexpensive and easily accessible but sometimes flawed in terms of appropriate data.

Secondary data, which serve as the source of data for this study included information obtained from unpublished documents of G.E.S, policy documents, journals, quarterlies

and annual reports of GNAT, government white paper, committee reports, thesis, books, newspapers and articles were also considered. Information was also gathered from the organization's website, organizational records and archives.

3.5 Data Collection Tools

As part of the research activities, the researchers made use of questionnaires as the instrument for data collection. The data collected was analyzed and based on the analysis; the researcher came out with his findings.

3.5.1 Questionnaire

The questionnaires embedded both open-ended and close-ended questions to help gather the appropriate information necessary for the study.

3.6 Data Gathering Procedure

Selected participants were taken through an in-depth briefing on the study and how to complete the questionnaires. This was in an attempt to seek informed consent. They were also informed about their right to withdraw from the study at their own volition. Immediately after this, the questionnaires were presented to the participants on individual basis to be complete. Most of the questionnaires were collected immediately after the completion by the participants and few needed to make references for accurate information before submission.

3.7 Data Analysis Techniques

The data collected and gathered were coded into the Statistical Package for Social Sciences (now Statistical Product and Service Solutions) version 16 and Microsoft Excel software. The analytical procedures utilized include descriptive statistics such as percentage frequencies table, pie chart, bar chart and histogram.

3.8 Organizational Profile of Manhyia Sub-Metro.

The enactment of Legislative Instrument 1589 in 1994 actually set the tone for the implementation of decentralization at the Sub-District Structure level.

Manhyia sub-metro in the Kumasi metropolis is bounded to the north by the Offinso Municipal Assembly, to the east by Asawase, to the west by Tafo and to the south by the Subin sub-metro. It comprises three town councils, namely: Manhyia which has two electoral areas (Manhyia and Ashanti New Town), Krofrom which has three electoral areas (Krofrom, CPC, Dichemso and Moshie Zongo) and Buokrom Town Council which is made up of two electoral areas (Sepe, Buokrom and Buokrom Estate). For easy administrative the three councils were divided in to two circuits, namely: Manhyia and Dichemso (GES).

The entire sub-metro has about 57 schools, with majority having primary and junior high school combine on the same compound but with different head teachers. The sub-metro has about an approximated figure of one thousand one hundred and forty teachers. These teachers are headed by ninety-seven headmasters and headmistresses. Based on simple random selection, fifteen schools were selected for the study. The name of these schools

are stipulated on the next page with the number of respondent selected from the schools in the Manhyia Sub-Metro. (Ministry of Local Government and Rural Development)

Table 1 List of selected schools with their sample size

No.	Name of school	No. of sample selected	
		Head teacher	Teachers
1	OLD TAFO SDA JHS	1	10
2	ALHUDA ISLAMIC BASIC	1	10
3	BUOKROM M/A 'A'	1	10
4	DICHEMSO M/A JHS	1	10
5	HIGHER INSTITUTE	1	10
6	ST. ANNES	1	10
7	TAFO PANKRONO M/A	1	10
8	BUOKROM 'B' JHS	1	10
9	WESCO DEMO	1	10
10	NEW TAFO DICHEMSO	1	10
11	K. O. METHODIST 'A' JHS	1	10
12	YENYAWOSO PRESBY JHS	1	10
13	IBADIA ISLAMIC PRIMARY SCHOOL	1	10
14	CENTRE FOR ISLAMIC CALL	1	10
15	HOLY SPIRIT	1	10
Sub total		15	150
Grand total		165	

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter dealt with the presentation and analysis of the data collected for the study. It basically relates to the researchers conscious effort to analyze and present the information gathered from respondents and how their responses correlated or otherwise to the objectives and assumptions set for the study. In this chapter, the researcher took into cognisance the demographic features of respondents in terms of age, gender, education and among others. A total number of 165 respondents were contacted to answer a relevant questionnaire regarding the study but 150 responses were recovered given a response rate approximating 91%. The data was analyzed using tables and charts with the statistical package for social sciences (SPSS) and Microsoft Excel software.

4.1 Socio-demographic background of Respondent

Agreeing with the pervasive assertion of Sociological models that people emanate from and are influenced by their background as noted by Mainoo (2011), the researcher decided to give credence to the demographic features of the respondents. The relevant demographic variables considered were gender, age, and educational levels of respondent.

4.1.1 Gender of Respondent

Table 2 in the next page represents the gender distribution of respondents. This information collected is carefully presented.

Table 2 Gender of Respondents

Sex	Frequency	Percent (%)
Female	63	42
Male	87	58
Total	150	100

Source: Field work, 2014

The study had 150 responses from the target group at the basic school. Out of these numbers of respondents, 42% of the total respondents were female while 58% represents males. This attests to the National Population and Housing Census conducted in 2010 which indicated that males constitute a greater proportion of gender in the formal sector than females, though the population of females in Ghana is relatively higher than males. According to the 1992 republican constitution of Ghana, Article 24(c) stated that every worker shall receive equal pay for equal work without distinction of any kind.

4.1.2 Educational levels of respondent

Table 3 on the next page presents the education range of teachers.

Table 3 Educational level of respondents

Level of Education	Frequency	Percent (%)
Diploma	46	31
Degree	97	65
Masters	7	4
Total	150	100

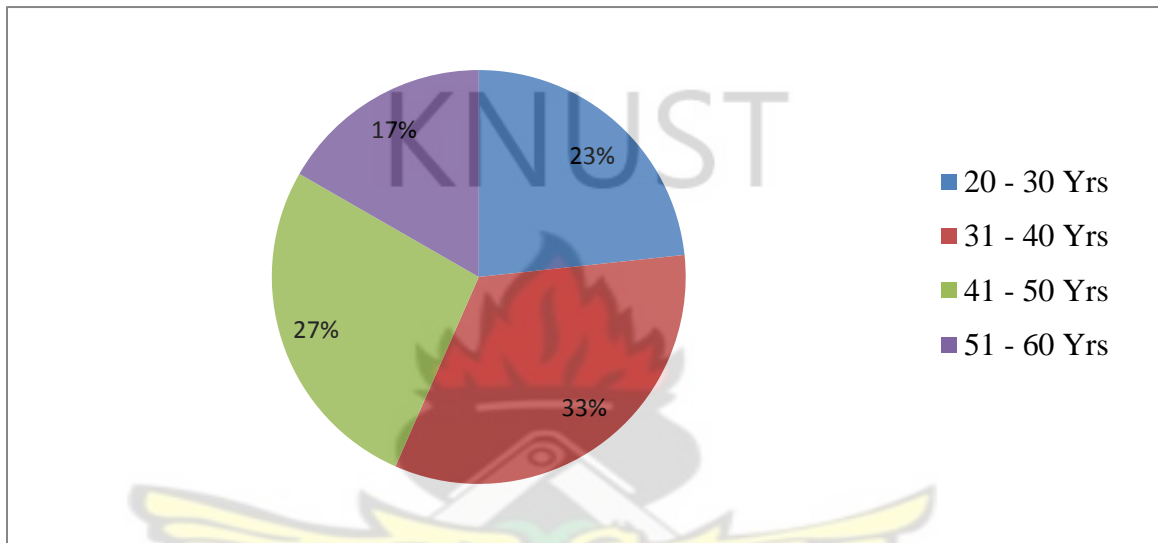
Source: Field work, 2014

The educational levels of respondent were worth analyzing since it unraveled respondent's knowledge and understanding of the research problem. The table above depict that majority of the teachers at the Manhya Sub-Metro are degree holders against 31% of the respondent who were diploma holders. According to Senioliba, in determining base pay the educational level of workers (teachers) should be taken into consideration. The focus of this section is to help the researcher know the various categories of educational attainment of respondent so as to make a constructive prediction on salary structure.

4.1.3 Age Range of Respondents

Figure 1 on the next page presents the age range of teachers at the sub-metro.

Figure 1 Age range of Respondents



Source: Field work, 2014

It can be infer from the above chart that most of the respondents age fell between the ages of 31years to 40years representing 33% followed by the ages of 41-50 years representing 27% whereas a small number fell between the ages of 20 - 30 years. Since majority of the respondent are within the ages of 31 - 60 years, then they might have pass through the old payment system and made transition into the new payment system and will be able to give a clear view in aiding the conclusion of this work. Again, the Constitution of Ghana 1992 stipulated that the retirement age of public servant is 60 years and employment age is 18 years. The age range shows that the youth dominated the public service.

4.1.4 Rank of Respondents

Table 4 on the next page presents the education rank of teachers.

Table 4 Rank of Respondents

Rank	Frequency	Percent (%)
Senior Superintendent II	47	31
Senior Superintendent I	83	55
Principal Superintendent	12	8
Assistant Director II	7	5
Assistant Director I	1	1
Total	150	100

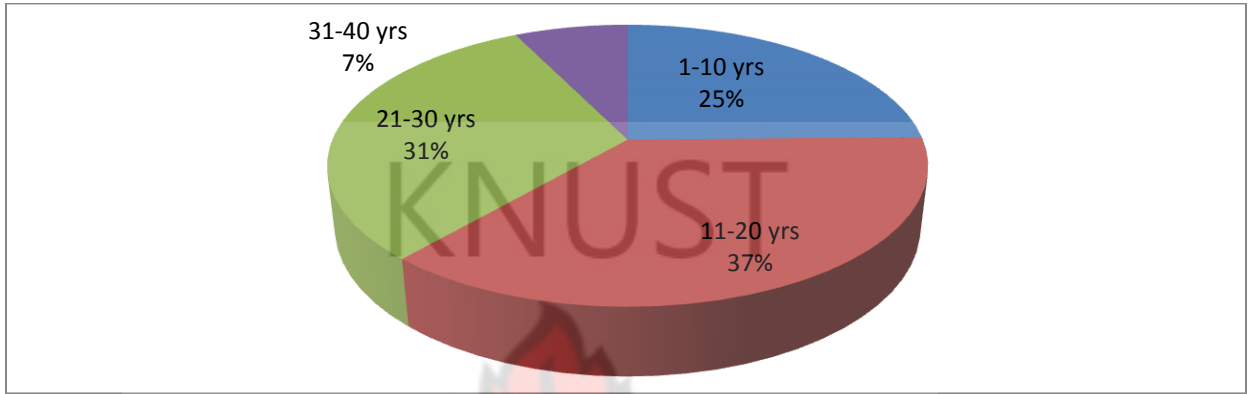
Source: Field work, 2014

The educational rank distribution of respondents showed that more than one-third of the respondents have Senior Superintendent I followed by Senior Superintendent II having approximately 31% with Assistant Director 1 having the least an approximate figure of 1% of the total respondent. This confirms the point made previously that, majority of the teachers at the Manhyia Sub-Metro are degree and diploma holders. Some might have attained different levels (rank) due to educational level, promotion or time of service. The rank of teachers determined their pay level or points as well as where they should be placed. This buttresses the point made by George et al, (2011) who stated that "ones qualification, experience and other special qualities should be taken into consideration when designing a wage and salary structure".

4.1.5 Teachers years of service

Figure 2 in the next page presents the teachers years of service.

Figure 2 Teachers years of service.



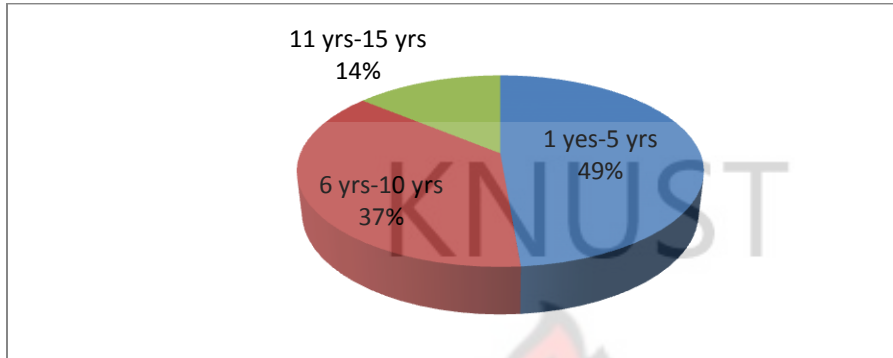
Source: Field work, 2014s

The chart above depicts that 55 of the respondents approximating 37% have being in the teaching service between the years of eleven to twenty, the next majority group have being in the service for twenty-one to thirty years of teaching with the least group having being in the service from newly recruited to ten years. This shows that majority of the teachers had been in the service between 11 and 30 years, an indication that they have gone through one or two reforms on salary structure. Seniority and longevity in G E S determined the rank and salary given.

4.1.6 Teachers years of teaching in the School

Figure 3 presents the teachers years of teaching in his/her current school.

Figure 3 Years of teaching in the school



Source: Field work, 2014

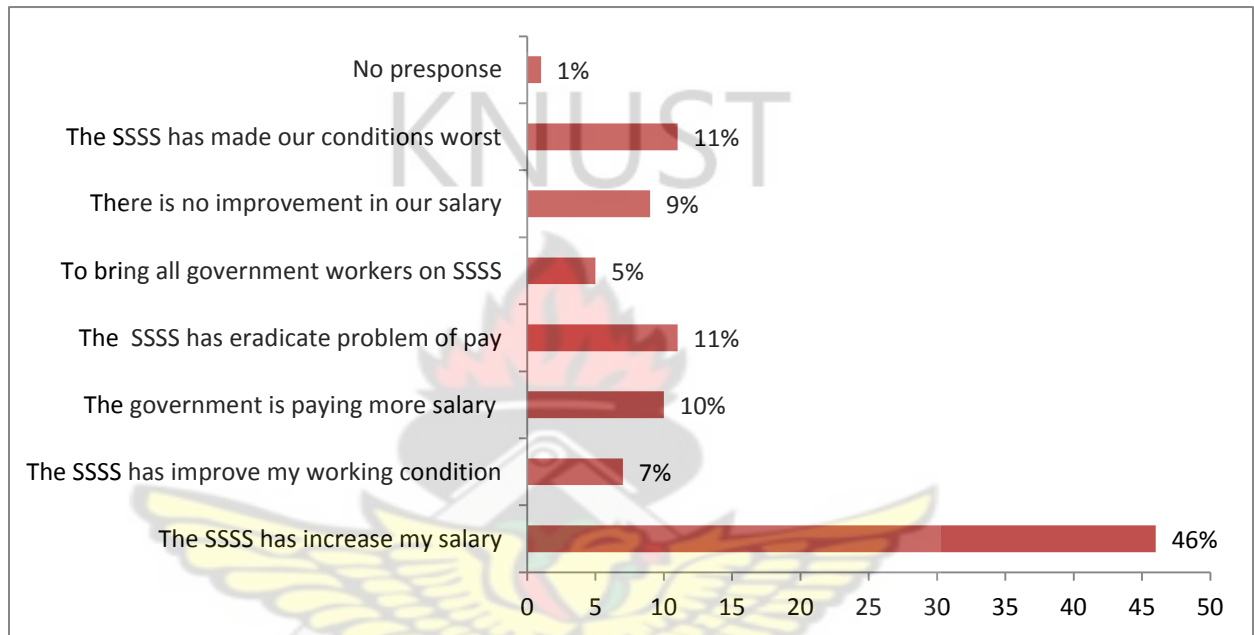
It can be depicted from the pie chart that almost half of the respondents have taught for the years between one to five years. Again, 37% of them fall between the ages of six to ten years, with the least 14% falling between eleven to fifteen years. The above analysis shows that 51% have been teaching in the current school for more than 6 years while 49% represent those who have spent less than 6 years in their current school. This is in contradiction of GES rules which stipulate that teachers should not stay in one school for more than six years. Teachers on transfer are entitled to transfer grantor allowance.

4.2 Migration of Teacher on to the SSSS.

4.2.1 Teachers view on SSSS

The graph presents the views of teachers on SSSS

Figure 4 Teachers view on SSSS



Source: Field work, 2014

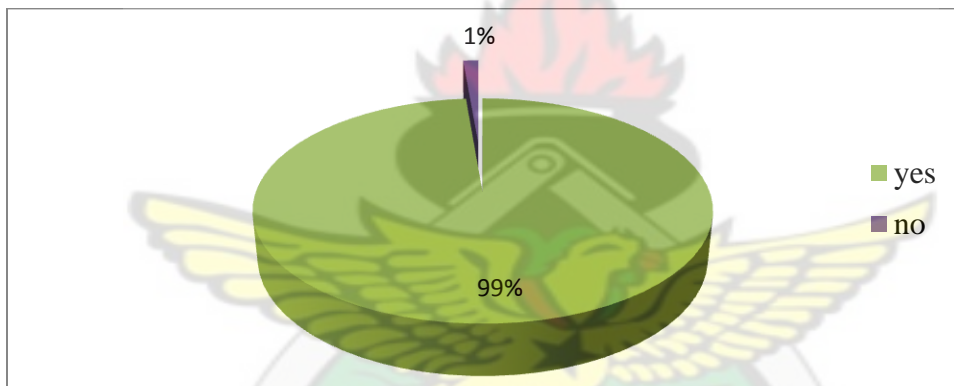
The distribution shows the various views of teachers on Single Spine Salary Structure. The distribution of respondents showed that, out of the total 150 respondents, 69 of the respondents assert that single spine was introduced to increase their salaries representing an approximate figure of 46%. Also, 17 of the respondents assert that SSSS is to eradicate problem of the old system of pay representing 11%. Again, 15 of the respondents assert that government will pay more salary as result of SSSS introduction, representing 10% whereas 10 of the respondents also assert that SSSS will improve their working condition representing 7%. Lastly 7 of the respondents indicated that SSSS is to

bring all government workers under single pay policy, representing 5%. The above analyzes indication that most of the respondents did not understand the reasons behind the introduction of SSSS. This finding is not in line with Adkins (2006), who said that communication is very essential to keeping employees motivated and helps in maintaining a ‘motivated culture’ in the workforce.

4.2.2 Teachers on SSSS

The pie chart below presents teachers on SSSS

Figure 5 Migrations of Teachers on SSSS



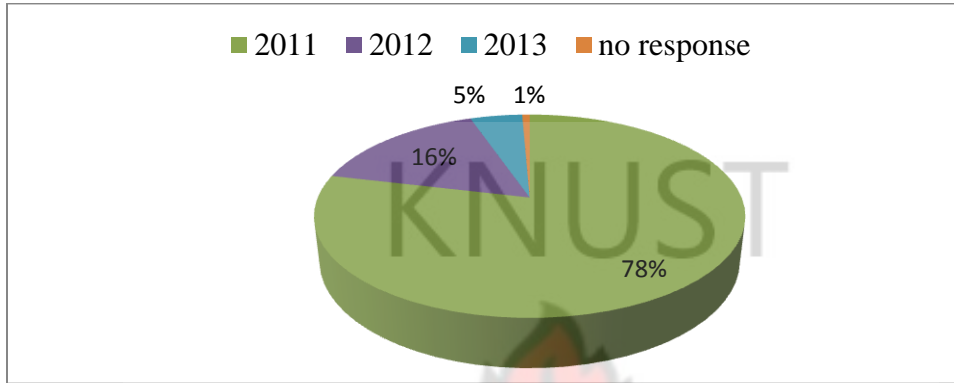
Source: Field work, 2014

The figure shows that almost all teachers are on the SSSS leaving a few who are not on the structure. This may have being as a result of government embargo on job placement in the public sector or they are being processed to be added on the SSSS. The above finding confirmed the statement of Fair Wages and Salary Commission (FWSC) that, the migration of the Ghana Education Service (GES) staffs unto the Single Spine Salary Structure (SSSS) was completed at the end of February, 2011 and not without agitation. The 1% are those who just completed and were waiting to be migrated on the single spine salary structure.

4.2.3 Time of migration of teachers onto the SSSS

The Figure below presents time of migration on SSSS

Figure 6 Time of Migration of Teachers onto SSSS



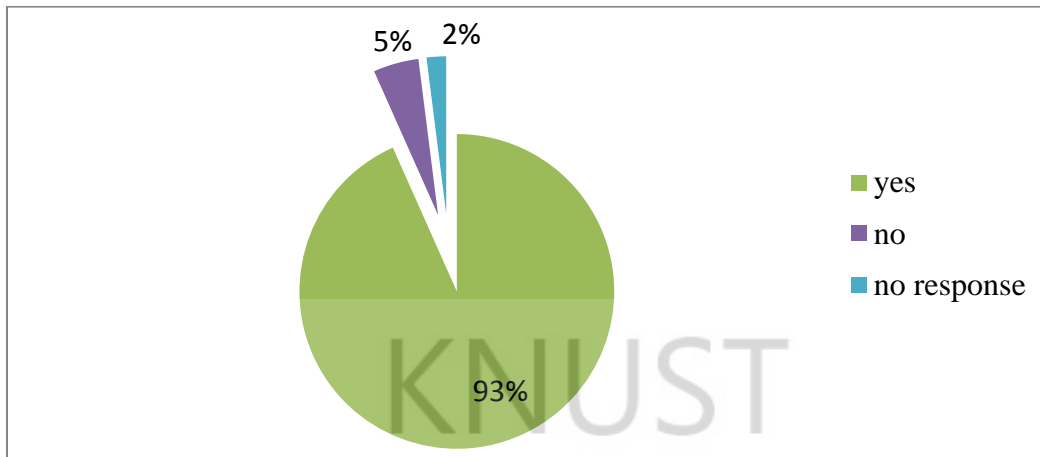
Source: Field work, 2014

The pie chart show that majority of the respondents were migrated onto the SSSS in the year 2011 recording 78%, followed by 16% of respondents migrated in 2012 with few of the respondent representing only 5% in the year 2013. It is believed that those whose salaries were been processed represents one percent of the non-respondent which buttresses the points in figure 5.

4.2.4 Migration of Teachers on to SSSS after the Agitation from the Labour Union

Figure 7 in the next page presents migration of labour after the agitation from the labour union.

Figure 7 Migration of Teachers on to SSSS after the agitation from the labour union



Source: Field work, 2014

The figure above shows that almost all the teachers were migrated onto the SSSS after the agitation from the labour union against 7% of whom were not yet migrated due to one or two reasons. Two percent out of the seven percent had no idea. This analysis indicates that Fair Wages and Salary Commission was rushed in migrating teacher on to the SSSS. This resulted in the distortions and disparities teacher experienced in their salary. The above analyzed is buttressed by Mr. George Graham Smith chairman of the Fair Wages Salary Commission who blamed GNAT and NAGRAT “for exerting pressure on the commission to migrate teacher onto the single spine salary structure”.

4.2.5 Teachers' salaries before the introduction of SSSS

Table 5 in the next page presents salaries of teachers before the inception of SSSS.

Table 5 Teachers salary before the introduction of SSSS

Salary (GH¢)	Frequency	Percent (%)
100 - 400	141	94
500 - 800	8	5
No response	2	1
Total	150	100

Source: Field work, 2014

The distribution above show that majority of the respondents were receiving between GH¢100 to GH¢400 representing an approximated figure 94%. This shows that majority of respondents whose ranks were below and equal to Principal Superintendent received between GH¢100 to GH¢ 400 before the inception of SSSS. Again few of the respondents representing 5 % received between GH¢500 to GH¢ 800 as salary for ranks above Principal Superintendent before the inception of SSSS. The above analyzes confirmed that, average public sector salaries in Ghana, have remained low and uncompetitive, making it difficult for the Government to attract and retain technical and managerial talents required for substantial efficiency and productivity gains in the public sector as stated in the Government White Paper (2009).

4.2.6 Salaries of teachers after the introduction of the SSSS

Table 6 in the next page presents salaries of teachers after the inception of SSSS.

Table 6 Salary of teachers after the introduction of the SSSS

Salary (GH ¢)	Frequency	Percent (%)
500 – 800	141	94
9000 – 1,200	7	5
No response	2	1
Total	150	100

Source: Field work, 2014

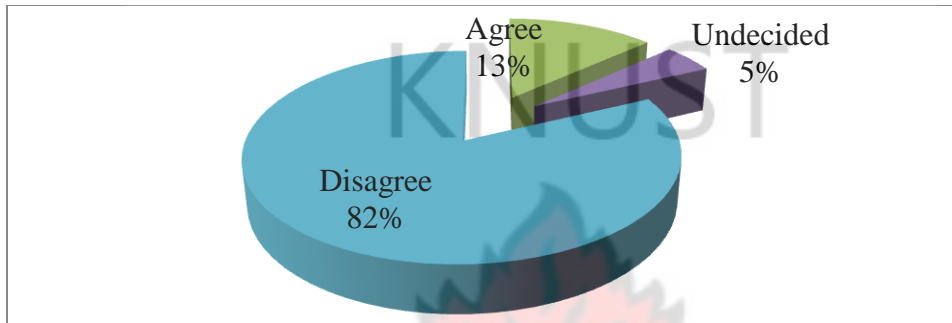
The percentage frequency distribution above shown that majority of teachers salary have increased and they are now receiving between GH¢ 500 to GH¢ 800 as their salary for ranks below Principal Superintendent representing an approximated figure of 94%. Again, 7 respondents representing 5 % received between GH¢ 900 to GH¢1,200 after the inception of SSSS for the rank of Principal Superintendent. The above analyses clearly confirmed the statement in Government's White Paper that, 'no worker should be worst of than they are in the prevailing system'. An indication that teachers' salary has increased tremendously.

4.3 Economic Effect of the SSSS on Teachers

4.3.1 Ability of teachers to save at the end of the month.

The focus is to find out whether or not teachers are able to save at the end of the month since the inception of the SSSS.

Figure 8 Teachers ability to save at the end of the month



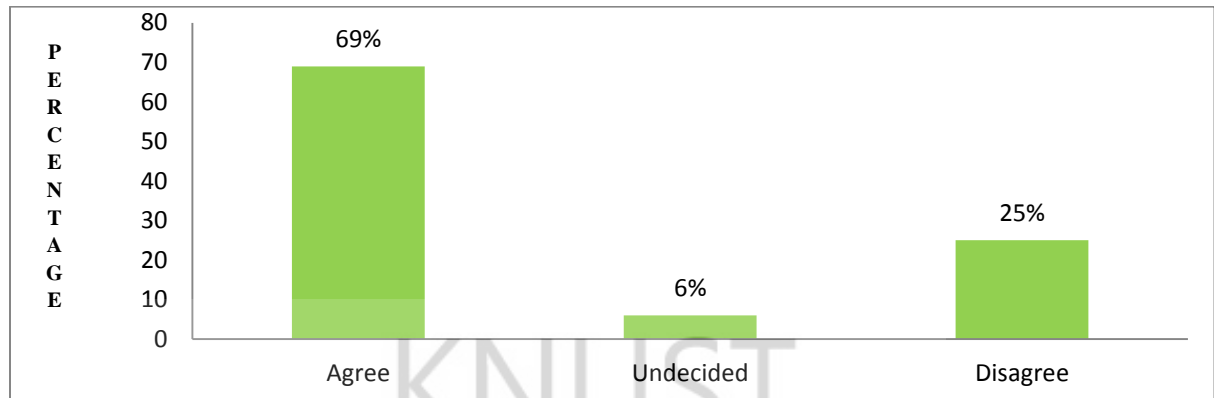
Source: Field work, 2014

The figure above show those, out of the total of 150 respondents, majority of the respondents representing 82% are not able to save since the inception of the SSSS. Few of them representing 13% are able to save and 5% had no idea. This confirms the World Bank Report of 1990, which stated that "low salary and incentive to teacher is a major contributory factor to the abysmally poor learning" The above analysis showed that respondents were not able to save at the end of the month due to low salary or uncompetitive salary.

4.3.2 Teachers income increase at the end of the month

The focus is to find out whether or not teachers' salaries have increase since the inception of the SSSS.

Figure 9 Teachers Income Increased at the End of the Month



Source: Field work, 2014

The graph depicts that about two-thirds ($\frac{2}{3}$) of the respondents representing 69% agree that their salaries have increased since the inception of the SSSS. Again, 25% of the respondents were of the notion that their salaries have not increased with about 6% of the selected sample who were in doubt. The above analyses confirmed the statement in the government of Ghana's White Paper (2009) that "no worker should be worse off than they are in the prevailing systems". It is worth mentioning that the single spine has increased teachers' income.

4.3.3 Ability of income to sustain teachers for the month

The focus is to find out whether or not income is able to sustain teachers since the inception of the SSSS.

Table 7 Ability of income to sustain teachers for the month

View	Frequency	Percent (%)
Agree	24	16
Undecided	5	3
Disagree	121	81
Total	150	100.0

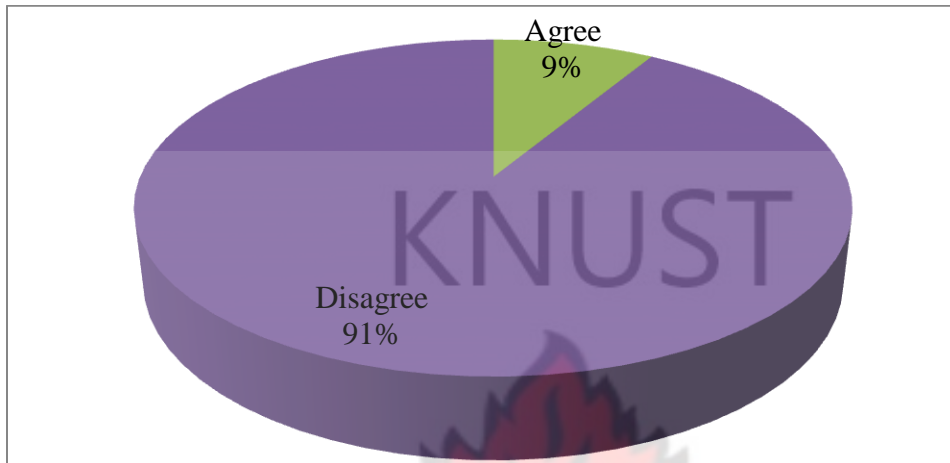
Source: Field work, 2014

The table above show that more than ($\frac{2}{3}$) of the respondent disagree that their salaries are able to sustain them since the inception of the SSSS. Again, 24 of the respondents agree to the fact that their salaries are able to sustain them with 5 of the respondents who were in doubt. The above responses are indicative that Torrington and Hall(2002)basic objective of pay are not met: purchasing power. It is clear from the analysis that the salary is not able to sustain the respondents up to the end of the month and therefore unable to save at the end of the month.

4.3.4 Ability to pay children school fees

The focus is to find out whether or not teachers are able to pay their children school fees.

Figure 10 Ability to pay children school fees



Source: Field work, 2014

The pie chart shows that a lot of teachers in the Manhyia sub-metro are unable to give their wards the best of education since the inception of the SSSS against the few who are able to afford to pay their wards school fees. The 91% of the respondents who are not able to afford to pay their wards school fees. The 91% of the respondents who are not able to give their ward better education is a contravention of Torrington (2002) notion that, workers should earn sufficient money to support the lifestyle to which we aspire: better school, decent housing food, transport etc.

4.3.5 Income satisfaction

The focus was to find out whether or not teachers are satisfied with their salaries since the inception of the SSSS.

Table 8 Income Satisfaction by teachers since inception of SSSS

View	Frequency	Percentage (%)
Agree	10	7
Undecided	3	2
Disagree	137	91
Total	150	100

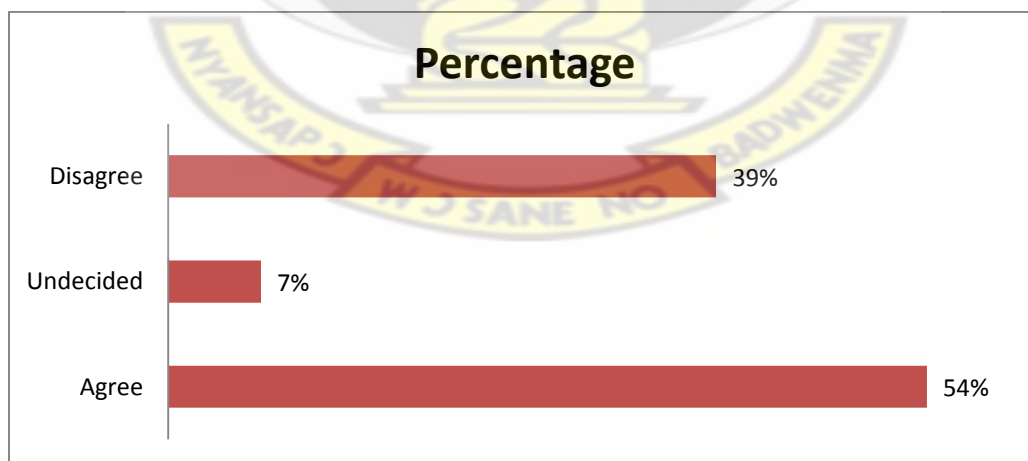
Source: Field work, 2014

The percentage frequency table show that most of the teachers are not satisfied with their salaries with only 2% of the respondents who were in doubt. This buttresses the statement on 30th June in Joy News that the recent strike by teachers in regards to the single spine salary structure clearly show that most teachers are not satisfy with their job.

4.3.6 Enjoy working as a Teacher

The focus is to find out whether or not teachers enjoy working since the inception of the SSSS.

Figure 11 Enjoy working as a Teacher



Source: Field work, 2014

The distribution of respondents showed that, out of the total 150 respondents, 81 of the respondents representing 54% agree that they enjoy working since the inception of the SSSS. Again, 39% of the respondents don't enjoy working and 6.6 % were in doubt.

Teachers are always regarded as a powerful resource in any educational system; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker and Load man, 1996) and the commitment to the teaching organization (Klecker and Load man, 1996). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker and Whitener, 1997).

4.3.7 Ability of teachers to payment allowance

The focus is to find out whether or not teachers are able to pay rent allowance since the inception of the SSSS.

Table 9 Ability of teachers to pay rent allowance

Views	Frequency	Percent (%)
Agree	28	19
Undecided	1	1
Disagree	121	80
Total	150	100.0

Source: Field work, 2014

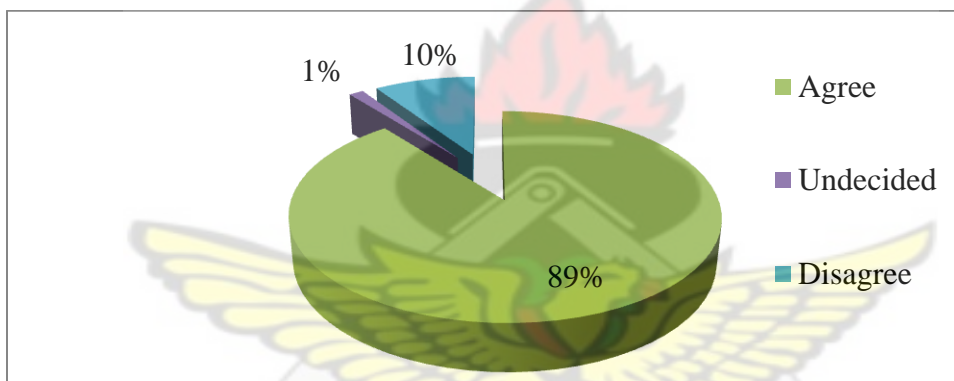
From the table above, it is shown that few teachers are able to make up with payments of their rent allowances while majority are not able to pay their allowance. One of the basic

necessities in life is where to place your head and most teachers are finding it difficult to satisfy this need due to low salary. This is in contradiction of what Armstrong and Murlis thinks about non-pay benefits when they stated that employees should have financial assistance such as loan, house or rent assistance.

4.3.8 Teachers' Ability to Access Loans

The focus is to find out whether or not teachers are able to access loans since the inception of the SSSS

Figure 12 Teachers' ability to access loans



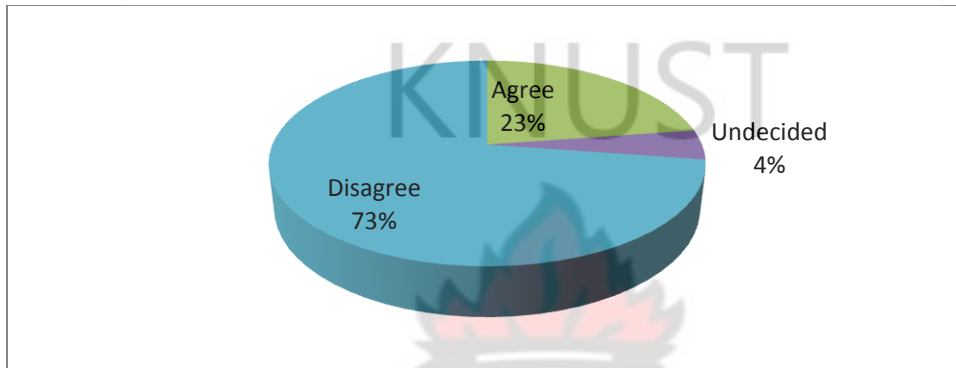
Source: Field work, 2014

The distribution of respondents depicts that, out of the total of 150 respondents, 89 % are able to access loans since the inception of the SSSS with 10% not able to acquire loans and a percent of them were undecided. This shows that majority of respondents at the Manhyia sub-metro are not able to accessed loan at the bank because there is no enough guarantee that the respondent would be able to pay back the loan. This is not in line with the assertion made by Armstrong (1998) that, employees should be able to access loans from the Bank or from any other financial institutions.

4.3.9 Better Pension Scheme for Teachers after Retirement.

The focus is to find out whether or not teachers have better pension scheme since the inception of the SSSS.

Figure 13 Teachers have better pension scheme



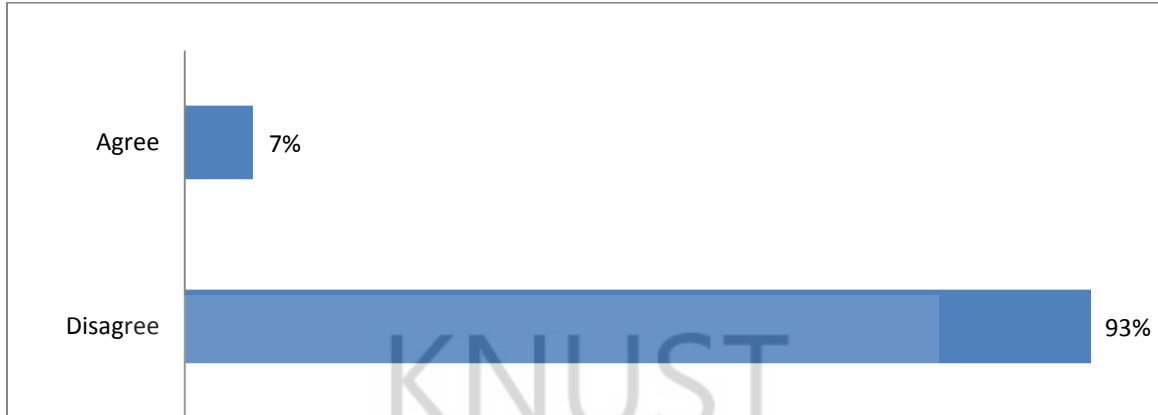
Source: Field work, 2014

The figure above showed that most teachers at the Manhyia Sub-Metro are of the view that they have a better pension scheme since the inception of the SSSS in regards to the old payment system. Just a few of them were in doubt about the opportunity the SSSS will provide when they go on pension. The better pension scheme that teachers anticipate after the introduction of the SSSS is in consonant with the Labour Act,(2003)

4.3.10 Ability of Teachersto Pay for Holiday Expenses for their Family

The focus was to find out whether or not teachers are able to pay for holiday expenses since the inception of the SSSS

Figure 14 Ability of teachers to pay for holiday expenses for the family.



Source: Field work, 2014

The graph showed that, out of the total 150 respondents, 140 of the respondents representing 93% disagree that they are able to pay for holiday expenses since the inception of the SSSS while 10 of the respondents representing an approximated figure of 7% agree that they are capable of catering for their family holiday expenses. The inability to pay for family holiday expenses due to low and uncompetitive salary of workers

4.4 Social Effects of SSSS on Teachers

4.4.1 Ability to access good health care

The focus is to find out whether or not teachers are able to access good health care since the inception of SSSS.

Table 10 Ability to Access Good Health Care

View	Frequency	Percent (%)
Agree	20	13
Undecided	5	3
Disagree	125	83
Total	150	100

Source: Field work, 2014

When teachers are able to access good health care or are healthy, there will be a degree of positive impact on the acceleration of the teaching and learning process which will result in producing good and quality students output for the society at large. The health care and other medical insurances are non-pay benefits that Armstrong and Murlin (1998), think can improve the relationship between teachers and the employers. It can be inferred from the above that teachers at the Manhya Sub-Metro are not able to access good health care. Out of the 150 respondents, 125 of them representing 83% disagreed that they are able to access good health care as against 13% agreeing and only 3 % were undecided.

4.4.2 Reputation of teachers boosted

The focus was to find out whether or not teachers boost their reputation since the inception of SSSS.

Table 11 Reputation of teachers boosted

View	Frequency	Percent (%)
Agree	88	59
Undecided	10	7
Disagree	52	35
Total	150	100

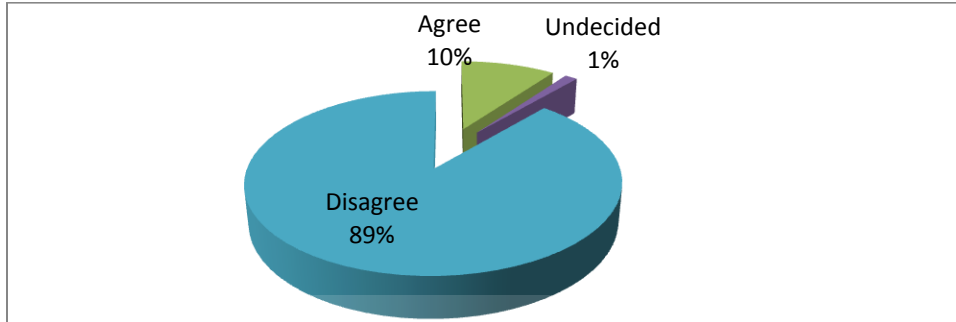
Source: Field work, 2014

It can be deduced from the table in percentage wise that more than half of the teachers agree that their reputation are boosted since the inception of SSSS against 34% of them disagreeing to this assertion and only 7% were undecided. The finding above is contrary to the assertion made by Spio (1999) that honour accorded teachers is "diminishing". The introduction of the SSSS has rather boosted the teacher's reputation rather than demoralizing them.

4.4.3 Improvement in Human relation between teachers and pupils

The focus is to find out whether or not SSSS has positively changed teachers human relations with pupils.

Figure 15 Improvements in human relation between teachers and pupils



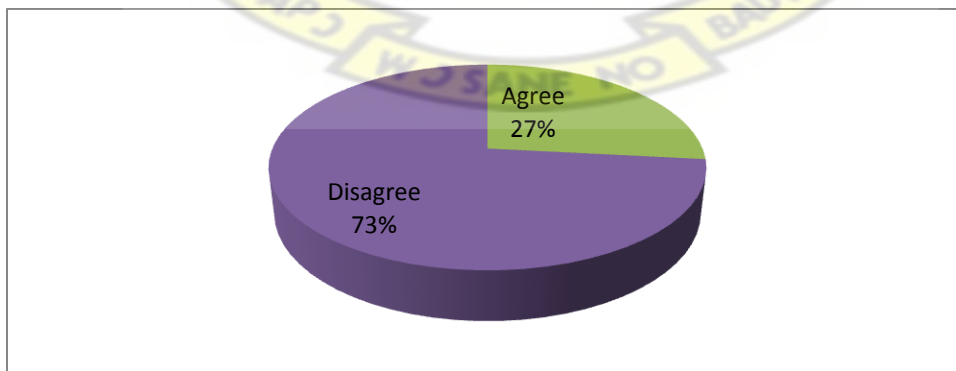
Source: Field work, 2014

It can be inferred from the diagram that out of the sampled respondents, 89% of them disagree that teachers have good human relations with their pupils while 10% agreed that they experience positive human relations with pupils and only 1% percent were undecided to this assertion. The category 2 and 3 allowance proposed and yet to be implemented in the Government White Paper is measures to strengthen the relationship between teachers and pupils.

4.4.4 Family involvement in a meeting

The focus was to find out whether or not family members involve teachers in meetings since the inception of SSSS.

Figure 16 Involvement of teachers in family meetings.



Source: Field work, 2014

From the figure, it is shown that majority of teachers at the Sub-metro disagree that their family members involve them at meetings for decision making with about a quarter of them agreeing that they are involved in family meetings. This undermines their dignity and morals to go the extra mile of working harder to help their pupils. Perhaps this is the most basic objective of all: to earn sufficient money to support the lifestyle to which we aspire. from this flow many of the basic right many of us would argue are the characteristics of a modern, democratic society: the dignity that accompanies the ability to support oneself and one's family(2002).

4.4.5 Ability to Attend Social Functions and Contributions

The focus was to find out whether teachers are able to attend social functions and pay contributions since the inception of SSSS.

Table 12 Ability of teachers to pay and attend social functions

View	Frequency	Percent(%)
Agree	60	40
Disagree	90	60
Total	150	100

Source: Field work, 2014

The percentage frequency table shows that more teachers disagree that teachers are able to attend social functions and contribute since the inception of SSSS while a few are in agreement that, teachers are able to attend social functions. This can be a result of the fact that their salaries are not enough to sustain them coupled with the fact that they don't enjoy working as teachers.

4.5 Effects of SSSS on Teachers Job Performance

4.5.1 Motivation to Work Extra Mile.

The focus is to find out whether or not teachers are motivated to work extra mile since the inception of the SSSS.

Table 13 Highly motivated to go extra mile

View	Frequency	Percentage (%)
Agree	26	17
Disagree	123	82
Undecided	1	1
Total	150	100

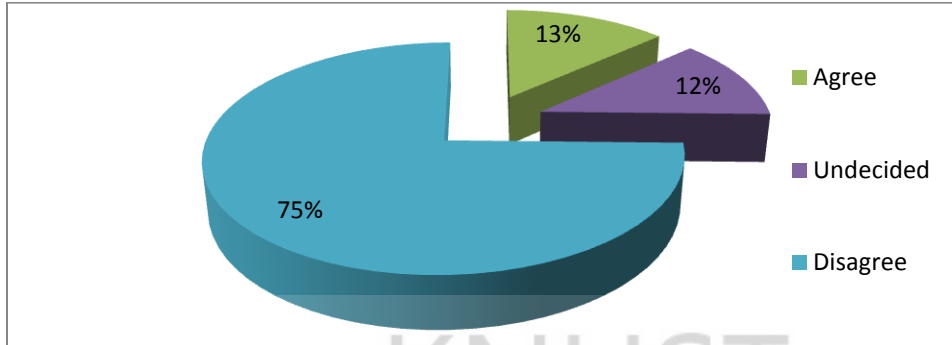
Source: Field work, 2014

The table above depicts that, majority of the teachers (82%) are unable to sustain themselves and their families whiles 17% of the respondents agreed that they are highly motivated to go the extra mile of providing service to pupils. This supports the Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically.

4.5.2 Has the SSSS Positively affected the Morale of Teachers at Work.

The focus is to find out whether or not SSSS has positively affected the morale of teachers

Figure 17 The SSSS has affected moral of teachers at work.



Source: Field work, 2014

The chart above show that few teachers are of the view that the SSSS has positively affected their morale whiles majority are having a negative view on this assertion. Only 12% were undecided to the above affirmation. This finding is not in line with Car-Hill and Roger (2003) who noted that 'morale among teachers is surprising high'. Few of the respondents agree with Car- Hill assertion.

4.5.3 Regularity and Punctuality of teachers at School

The focus is to find out whether or not teachers are regular and punctual at school since the inception of SSSS.

Table 14 Regularity and Punctuality of teachers at School

View	Frequency	Percent (%)
Agree	7	5
Undecided	18	12
Disagree	125	83
Total	150	100

Source: Field work, 2014

The table shows that, out of the total respondents, 125 of the respondents representing 83% disagree that teachers are punctual and regular at school since the inception of the SSSS. Again, 12% were undecided that they are regular and punctual at school and 5% of the respondent agrees that teachers are punctual and regular at school since the inception of SSSS. Etsey (2005) asserts that lateness and absenteeism reduce the amount of instructional time and these result in the syllabi not been completed. According to author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon.

4.5.4 Improvement in service delivery

The focus is to find out whether or not SSSS has improved service delivery

Table 15 Improvement of service delivery by SSSS

Views	Frequency	Percent (%)
Agree	6	4
Undecided	11	7
Disagree	133	89
Total	150	100

Source: Field work, 2014

The table above shows that, majority out of the total disagree to the fact that the SSSS has improved service delivery while 4% think that the SSSS has improved service delivery in the Manhyia Sub-Metro. The responses from the respondents confirm the assertion made by Bennel and Mukyanuzi (2005) that "in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of".

4.5.5 Ability to Provide Extra Tuition to my Pupils at no Cost

The focus is to find out whether or not teachers are able to provide extra tuition to pupils

Table 16 Ability to provide extra tuition to pupils at no cost

View	Frequency	Percent (%)
Agree	13	9
Disagree	137	91
Total	150	100

Source: Field work, 2014

The table above shows that almost all teachers in the sub-metro provide extra tuition to pupils at cost to support their expenditure with fewer of them delivering extra tuition at no cost after the inception of the SSSS. This complements the view in the previous analysis that their salaries are not enough to sustain them.

4.5.6 Ability to complete syllabus on time

The focus is to find out whether or not teachers are able to complete syllabus on time since the inception of SSSS.

Table 17 Ability to Complete Syllabus on Time

View	Frequency	Percent (%)
Agree	11	7.3
Disagree	139	92.7
Total	150	100

Source: Field work, 2014

The above table shows that most of the teachers in the Manhyia Sub-metro do not complete their syllabus on time. This can be complemented in the previous analysis in this chapter that majority of teachers are not well motivated after the inception of the SSSS. According to Etsey (2005), the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught.

4.5.7 Ability to Develop Interest in the Job of Teaching.

The focus is to find out whether or not teachers have developed interest in job since the inception of SSSS.

Table 18 Ability to develop interest in the job of teaching since the inception of SSSS

View	Frequency	Percent (%)
Agree	43	29
Disagree	107	71
Total	150	100

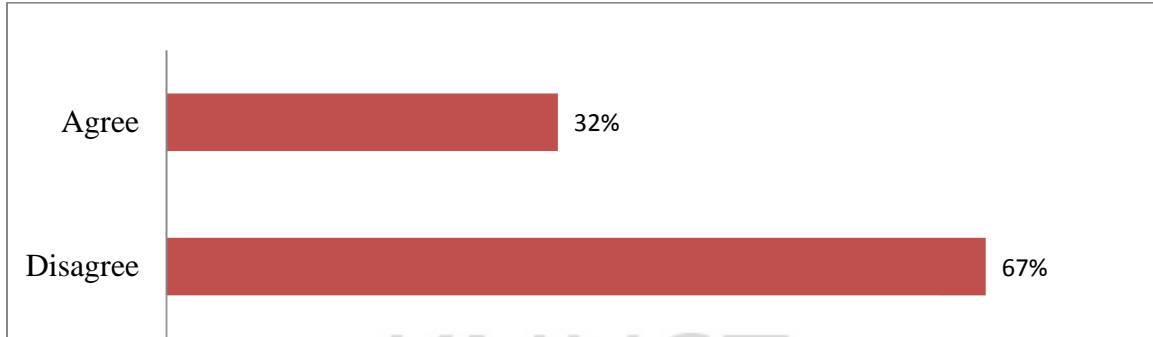
Source: Field work, 2014

The percentage frequency table above indicates that, out of the total respondents, 107 of the respondents representing an approximated figure of 71% disagree to the fact that teachers have develop interest in the job since the inception of SSSS with only a few agreeing. This indicates that majority of teachers doesn't have the interest in teaching which will have an impact on the teaching process and in the long run affect the performance of students.

4.5.8 Emotionally Attached to Work

The focus was to find out whether teachers are personally attached to work.

Figure 18 Personally attached to work



Source: Field work, 2014

The distribution of respondents showed that, 101 of the respondents representing 67% disagree that they are personally attached to their work as teachers while 32% agreed that as teachers indeed they feel personally attached to work. The above assertion confirmed Farrant (1968) notion that 'Today the relationship between teachers and pupils is often up-side down; pupils come because they must and teachers teach because they are paid to'. This can be a product of the fact that they are not well motivated, their salaries are not enough to sustain them coupled with the fact that they don't enjoy working as teachers, is affecting their performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary of research findings, conclusion as well as recommendation on the research topic. The focus of the study was to establish the effects of the migration of teachers on the single spine salary structure and also solicited the teachers' views on single spine salary structure.

5.1 Overview of the Study

The research which is a descriptive study was purposively to find out the socio-economic effects of SSSS on Teachers. The objective of this research work was arrived at from the fact that government should not overlook the effects of non-monetary, bonus, allowances and incentives in order to motivate and boost the morale of teacher. One hundred and sixty-five(165) respondents were selected from the population but due to some human factors beyond my control. The researcher was able to retrieve one hundred and fifty questionnaires which were used for this study. This questionnaire included the Likert scale (rating) type of items for the respondents to respond to. Aside these, close ended items were also included to collect information on the gender, age and respondents' educational background. The questionnaire was administered by the researcher with an introductory letter from the head, Business School of Kwame Nkrumah University of Science and Technology, seeking permission to include the views and opinions of teachers in the study.

The questionnaires were hand delivered and the return rate was approximately 91%. The data collected from respondents were analyzed with the help of data analysis software, SPSS. Simple percentage frequency table, pie chart and bar chart of responses were used to analyze the data.

5.2 Summary of Major Findings

From the analysis above it is observed that teachers did not understand the reasons why the single spine salary structure was introduced. Most teachers thought the pay policy will automatically increase their salary. This was attested to by the general secretary of GNAT, Irene Adanusa who told Joy News that the salary structure was not a guarantee for astronomical salary increase but some politicians exaggerated matters whipping up people's expectation about the new pay structure.

Also, the analysis indicated that majority of teachers were migrated onto the single spine salary structure after the agitation from Labour Union by the fair wages and salary commission. The unnecessary pressure from both GNAT and NAGRAT has resulted in distortion and disparities in salary administration.

Moreover, teachers were not able to provide the basic needs that they all aspire to: decent housing for themselves and their family, even though about 67% of the respondents agreed that there had been increase in their salary.

Furthermore, job satisfaction was another major finding that came out of our research. Majority of the respondents were not satisfied with their working conditions.

Lastly, it was observed that the output of work was low and attitude toward work was not the best.

5.3 Conclusion

Based on the findings of the study above, it can be concluded that teachers were not properly educated on the single spine salary structure before it was implemented by government.

The disparities and distortion that were supposed to be eliminated by the introduction of single spine salary structure were still vivid in the administration of salary due to unnecessary pressure from GNAT and NAGRAT, the two associations of teachers. It can also be concluded from the study that teachers were not able to meet their basic needs such as decent housing, transport, food, access good health care etc.

5.4 Recommendations

Teachers are the core resource in any educational system. An effective human resource management system should be able to harness the full potential of it teachers as well as ensure that they received better pay for work done. Based on the findings of the study conducted, the following recommendations are made:

Firstly, it is suggested that the Ministry of Education should introduced series of schemes such as housing, transport etc at avoidable and flexible terms of payment for teachers.

Again, the Ministry of Education in conjunction with GNAT and NAGRAT should provide their members with the necessary information regarding pay and the general issues before it is operationalized.

Furthermore, in the introduction of policy, due diligent or procedure should be follow to avoid recurring of avoidable error.

Finally, the government should speed-up the implementation of the category 2 and category3 allowance to cushion the high cost of living and also to serve as incentives for teachers to put out their best.

5.5 Suggestions for Further Studies

The researcher recommends that more detailed studies should be done in investigating the relationship between job performance and salary administration.

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APPENDIX A

QUESTIONNAIRE

TOPIC: INVESTIGATING THE SOCIO-ECONOMIC EFFECTS OF THE SINGLESPINE SALARY STRUCTURE ON TEACHERS.

Dear Sir/Madam,

The questionnaire is specifically designed to facilitate a project work on the above topic at the Department of Art and Social Science (MASTER OF BUSINESS ADMINISTRATION) of Kwame Nkrumah University of Science and Technology. I shall be grateful if you kindly take part in the project by responding independently to the following items on the questionnaire. Every information shall be treated as confidential and besides your anonymity is guaranteed.

SECTION A: BACK ROUND INFORMATION

Please tick (✓) or underline (----) the appropriate responses.

1. Sex: Male (M) Female (F)

2. Highest Education level:

3. Age A.20-30 B.31-40 C.41-50 D.51-60 E.60 and
above

4. Rank

A. Senior Superintendent II B. Senior Superintendent IC. Principal Superintendent

D. Assistant Director IIE. Assistant Director I

5. How many years have you been in the service?

A.1-10 years B.11 – 20 years C.21-30 years D.31 – 40 years E. 41 and above

6. How long have you taught in this school?

A. 1-5 years B. 6-10 years C. 11 - 15 years D. 16 - 20years E. 21 - 25 years

**SECTION B THE SINGLE SPINE SALARY STRUCTURE IN GHANA
EDUCATION SERVICE.**

Please tick (✓) the appropriate responses

7. What is your view on the single spine salary structure?

.....
.....
.....

.....8. Are you on single spine salary structure (SSSS)?

A. Yes B. No

9. When were you migrated on to the single spine?

A. 2011 B. 2012 C. 2013 D. 2014

10. Were you migrated after the agitation from the labour union?

A. Yes B. No

11. What was your salary before migration onto the SSSS?

A. GH¢ 100 - GH¢ 400 B. GH¢ 500 - GH¢ 800 C. GH¢ 900 – GH¢ 1,200.

12. What is your salary after the SSSS?

A. GH¢ 100 - GH¢ 400 B. GH¢ 500 - GH¢ 800 C. GH¢ 900 - GH¢ 1,200.

**SECTION C: THE EFFECT OF THE SINGLE SPINE SALARY STRUCTURE
ON TEACHERS**

Below are set of questions that seek to measure the effect of the SSSS on teachers. Please tick to indicate your opinion on the scale below. There is a column scale for AGREE, UNDECIDED and DISAGREE.

No.	Statement / Question	Agree	Undecided	Disagree
	Economic effects			
13	Since the inception of the SSSS I am able to save at the end of the month			
14	Since the inception of the SSSS, my income has increased			
15	Since the inception of the SSSS my salary is able to sustain me for month			
16	Since the inception of the SSSS I am able to pay children school fees			
17	After the inception of SSSS I am satisfied with the			

	income			
18	After the inception of SSSS I enjoy working as a teacher			
19	Since the inception of the SSSS, am able to pay for rent allowance for my family.			
20	I am able to access loans from the bank since the inception of SSSS.			
21	I am sure of better pension scheme after retirement due to the introduction SSSS.			
22	Since the inception of SSSS,I am able to pay for holiday expenses for my family.			
	Job performance effects			
23	Since the inception of the SSSS I am highly motivated to go the extra mile.			
24	The Single Spine Salary Structure has positively affected my moral at work.			
25	Since the inception of SSSS, I have been regular and punctual in school.			
26	Since the inception of the SSSS, my service delivery to my pupils has improved			
27	Since the inception of the SSSS I have been providing extra tuitions to pupil at no cost.			

28	Since the inception of the SSSS,I am able to complete syllabus each term.			
29	Since the inception of the SSSS, the teaching job has become interesting for me.			
30	After the inception of SSSS,I enjoy working as a teacher			
31	Since the inception of SSSS pupils performed better in the subject I teach at the final exam.			
32	Since the inception of the SSSS I feel personally attached to my work.			
	Social Effects			
33	Since the inception of the SSSS, I am able to access good health care			
34	Since the inception of the SSSS, my reputation has been boosted.			
35	Since the inception of the SSSS, I am able to buy better clothes for myself and family.			
36	Since the inception of the SSSS, my human relation with pupils has changed positively.			
37	Since the inception of SSSS my family now involves me in their meeting.			
38	Since the inception of the SSSS, I am able to attend social functions and contribution.			

39	Since the inception of the SSSS, my children are able to attend better school..			
40	Since the inception of the SSS, my confident level has gone high.			
41	Due to the introduction of SSSS, I have been able to acquire means of transports.			
42	Since the inception of SSSS,I am able to provide better food for my children.			

