MOTIVATION AND JOB COMMITMENT AMONG TEACHERS IN FOUR
SELECTED SENIOR HIGH SCHOOLS IN THE ASHANTI REGION OF GHANA.

By

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ABSTRACT

Motivation is of enormous importance with regard to enhancing performance and commitment in any organization. In this study the researcher was interested in examining the motivational level of Senior High Schools teachers in Ashanti region of Ghana and how it affects their performance and commitment. Using data obtained through the survey method the study examined the motivational level of teachers in four Senior High Schools in Ashanti region and the link between motivation and job commitment. The study revealed that the overall motivational level of teachers in the four selected Senior High Schools was high and majority of the teachers are satisfied with their job at the Ghana Education Service (G.E.S).

The level of motivation and satisfaction of the teachers have a positive effect on their job commitment since majority of the teachers were committed to their job at G.E.S. The source of the high motivation of the teachers includes opportunities to use special abilities, secure future and the chance to earn good money. The study also revealed that majority of the teachers are above thirty years. The study concluded with some recommendations to G.E.S and the government on how to improve the motivational and commitment level of Senior High School teachers.

The recommendations include improving the condition of service of Senior High School teachers through the increase in salaries, free accommodation and medical care and scholarships for wards of teachers. The G.E.S and the government should grant more scholarships and study leave with pay to Senior High teachers to improve their professional and leadership skills.

Improved pension packages, expansion of the National teachers award scheme, timely

promotion and subsidized electricity and internet access were also recommended. The government and the G.E.S should recognize the pivotal role of teachers in the educational system of the country and resource them to play their role effectively.

CHAPTER ONE

INTRODUCTION

1.0   Background to the Study

Organizations, private and public alike are set up to accomplish their own goals and objectives such as the provision of goods and services. Organizations need people of diverse backgrounds both skilled and unskilled to exert their energies towards the accomplishment of their goals. People are the greatest single asset available to an organization. In real terms, an organization is people. They constitute the only asset that can work towards an organizational goal. As a result, one major concern of employers is to attract and retain a qualified and dedicated workforce that is willing to "release its latent energy and creativity in the service of the enterprise" (Cole, 1997).

Blyton and Turnbull (1994) note that work dominates the lives of most men and women and the management of employees, both individually and collectively, remains a central feature of organizational life. These observation quoted by Salamon (1998), show why most large organizations depend upon competent work in the field of teaching profession. Having spent resources to recruit, train and build on employees' experience, the Ghana education service needs to develop some form of motivation plan based on analysis of why the education service is not achieving her objectives. The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straightforward and effective (Grensing, 2000).

Beadwell and Holden (1998) propose that to achieve and maintain the survival and success of the organization, its managers have not only to acquire appropriate people to resource the work, but they also need to train and develop employees for the job. This will go a long way to motivate employees in order to give out their best. Human resource management is about effective management of people in organizations. It is believed that

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teachers are part of their institutions' main asset and there is no doubt regarding the fact that teachers' quality attitudes and behavior in a workplace determines the success and failure of that institution (Mensah 2000). Teachers are the internal social system of an institution. While this type of resource is one over which the institute do not have complete control over, there exist certain instruments to enable management to exert influence on the quality and high performance on which they rely. The motivation practices that management adopts will exert influence on quality performance of employees to achieve the goals of the institution.

In recent years references have been appearing in literature regarding series of motivational practices that are dubbed on high performance, high commitment or innovation and are said to help institutions to achieve significant improvement in performance. The aim of motivation is to exert high commitment among teachers to improve in performance.

For institution such as Ghana Education Service to increase performance, it should have highly committed teachers with right attitude toward work (Bame, 1975). Globally, employers are not just interested in people turning up for work, it is their performance at work that the employer pays wages and salaries for because the effort that employees put in their work will obviously affect the level of quality output they attain, an effort is related to the motivation of employees (Bame, 1975).

Teachers occupy such a central and vital position in any educational system that their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders but also to many researchers (Mensah, 2009).

Teachers are needed in developing countries such as Ghana but due to poor and unattractive remuneration some professional teachers have left the classrooms to seek for greener pastures elsewhere.

It is against this background that the Ghana education service has instituted some form of incentive packages for teachers. These include housing schemes, car loans maintenance allowances, study leave with pay, recent and yet to be implement allowances for deprived

area teachers and single spine salary structure that will boost up teachers commitment in order to perform more efficiently and effectively towards the targeted result.

Headmasters and Headmistress as managers also put certain motivational instruments in place such as free meals for teachers in the boarding schools, Parent Teacher Association (P T A) motivational allowances, extra classes allowances, award during speech and price giving days and free accommodation for teachers. These are strategies put in place to facilitate commitment among teachers. The study focuses on four selected Senior High schools in Ashanti region namely Ofoase Senior High Technical School, Ejisuman Senior High School, Agogo State Senior High School and Konongo-Odumasi Senior High School.

Ofoase Senior High Technical [OSET] was established in June 1992 with a student population of 50. It's population however, increased to 465 in the 2009/ 2010 academic year. Currently the school's enrolment stands at 670. The school is located at the south eastern part of Juaso in the Asante Akim south district in Ashanti region. The vision of the school is to produce intellectuals as many as possible to help improve the living standards of the people of Ofoase and surrounding areas, and Ghana as a whole.

The mission of the school is to accelerate the education of Junior High School Students in the surrounding environments of Ofoase up to the Senior High School [SHS] level. Emphasis shall be on agriculture, vocational, technical and field of arts. The school has achieved a lot in producing many teachers and agriculture technical officers as well as a district chief executive (Afriyie, 2006). The school was established by then PNDC government to provide technical educational education in order to curb rural urban migration.

Ejisuman Senior High School was established in June 1992.   The School is currently running five programmes in General Arts, Business, General Science, Visual Arts and Home Economics. Ejisuman Senior High School have achieved a lot in academic, Sports, and other extra-curriculum activities since the school have produce many intellectuals including lecturers in KNUST and other Universities, Doctors, Administrators, Businessmen, Nurses, Radio Presenters, Caterers and Revenered

Ministers (Dore-Nartteh, 2011). Ejisuman current student population stands at two thousand eight hundred and seventy [2,870]. The staff strength stands at one hundred and ten [110] teaching and seventy-six [76] non – teaching staff. In spite of the numerous success chalked above, the school also is faced with many challenges. These include lack of Assembly Hall, Administration Block, Arts Studio, Home Economic Centre, library, transportation, and decent toilet facilities.

Agogo State Senior High School Popularly known as Agogo state college was established as a private school in 1963 by Nana Kwakye Tutu.who was the 'Omanhene' of Agogo State at that time. The school was started in temporary premises with student's population of 24 day students and 4 hostel students. The Presbyterian Church showed an interest in its establishment and the school became an experimental school in co-operation between the church and the state whose main aim was to develop it along the principle of Prempeh College hence the name Agogo State College.

The school was absorbed in the public system in 1970. The current student's enrolment stands at one thousand nine hundred and eighty nine (1989) with seventy seven (77) teaching staff and about sixty (60) none teaching staff. The school is currently training students in three (3) major programmes namely Business, General Arts, and General science.

The vision of the school is to create Agogo State College a centre of academic excellence, moral rectitude and social discipline and also increase enrolment in future. The mission of the school is to provide requisite knowledge, skills, values and good attitudes to all students who pass through the school through dedicated teaching and sound religious and moral instructions that will help them to develop their full potentials that will enable them to pursue further courses and contribute effectively towards the socio-economic development for their community in particular and the nation as a whole. The school has since produced many intellectuals including ministers and Parliamentarians, great chiefs Revenered Ministers, Nurses, Managers, Educationists and Business merchants (Frimpong Nimoh 2011).

Konongo-Odumasi Secondary School (KOSS) was officially established and opened on 23rd February, 1953 as the first second cycle institution in the Asante Akim traditional area. The school started with a student population of 26 made up of 21boys and 5 girls. The chairman of the Board then was Nana Kofi Akoi II, the chief of Odumasi traditional area helped to construct temporal structures for the school's smooth take off in addition to providing 98 acre land for the future permanent site.

The vision of the school is "We focus on delivering quality education for the benefit of the society is our social responsibility". And the mission of the school is to provide quality education to the people with responsible and quality life style that would protect the students' life into a better future. The school has achieved a lot in academic field, sports field, politics, law and medicine as well as business and continues to fulfill its social obligation to the nation, (Obeng, 2011).

All the four schools for the study were selected because the researcher is confident that they have a well dedicated staff that will be willing to give responses that would equip him with the requisite information for the topic under study.

1.1 Statement of the Problem

Teachers in Ghana have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Bame, 1975). This has resulted in high teacher turnover coupled with poor results in Senior High Schools due to lack of commitment towards work. Some newly recruited teachers stay at post for barely one year. The operating conditions of service appear to fall short teachers expectation manifesting in regsignations, vacation of post, non –resumption at post after teachers leave of absence and sponsored study leave. The general mood of those remaining is not encouraging as they exhibit other forms of withdrawal behavior such as absenteeism, lateness and passive job behavior Unfortunately, in spite of the importance and complexity of these issues, there is very limited good quality literature has been published on them (Bennel 2004).

This research will focus on the above mentioned factors. The researcher set out to throw more light on factors influencing teacher commitment to Ghana Education Service so that management of education institutions can do something to motivate teachers to improve their level of commitment.

1.2   Purpose of the Study

The purpose of the study is to investigate, describe and document the link between motivation job satisfaction and job commitment of teachers in Ofoase Senior High Technical, Ejisuman Senior High, Agogo State Senior High School, and Konongo-Odumasi Senior High School in the three districts of the Ashanti Region.

1.3   Research Objectives

The main objectives of the study are:

(1) To investigate teachers motivational level in selected Senior High Schools in the Ashanti region of Ghana.

(2) To determine the link between motivation, job satisfaction, and job commitment of teachers in selected Senior High Schools in the Ashanti region of Ghana.

(3) To identify social and work related variables militating against staff motivation, job satisfaction and job commitment of teachers in selected Senior High Schools in the Ashanti region of Ghana.

(4) To make recommendations for the improvement of job motivation and commitment of teachers in Ashanti region in particular and Ghana in general.

1.4   Research Questions

The following were the research questions used as a guide for the study.

(1) What motivational factors influence job commitment of teachers?

(2) Is there a relationship between job motivation, and job commitment of teachers in Senior High Schools?

(3) What are some of the problems faced by teachers who are highly committed to their job in Senior High Schools?

(4) Does Ghana Education Service make effort to motivate and satisfy teachers in Senior High Schools?

1.5   Significance of the Study

Identifying motivational factors, social and work related factors influencing teacher's commitment will inform major stake holders of institutions such as the Ministry of Education, and Ghana Education Service and Ghana Government in formulating policies geared toward addressing low commitment and high staff turnover in the Ghana Education Service. This will help in reducing the teacher's dissatisfaction and boost their morale to make them more committed to their job. It is also hoped that this study would encourage more interest in research and pave the way for an in- depth study of the problems on motivation and job commitment on a wider dimension than has been pursued in this research.

1.6   Scope of the Study

The researcher fully acknowledges the fact that a research of this nature and significance should have covered a large number of employees of Ghana Education Service. Unfortunately, resources at the disposal of the researcher made it impossible for a study of that magnitude as a result the study was limited to four public Senior High Schools teachers in the Ashanti Region: These are Ofoase Senior High Technical School, Ejisuman Senior High School, Agogo State Senior High School, and Konongo-Odumasi Senior High School. The rationale for selecting these schools was to investigate what factors play a role in the high teacher motivation and job commitment in the above mentioned schools. The schools were selected because they have a well dedicated staff which the researcher feels confident that they could help to provide an in- depth study of the problem.

1.7   Organization of the Study

This thesis comprises of five chapters: the first chapter starts with the background to the study, the problem statement, research objectives, research questions, purpose of the study, and significance of the study, scope of the study and organization of the study.

Chapter two focuses on the review of related literature. Chapter three focuses on methodology which describes the research design, the population sample, data gathering instruments, data collection procedures of the study, and methods of the analysis.

Chapter four discusses the findings of the results presented and lastly, the summary of finding, conclusion, recommendations and suggestions for future research form the chapter five of the study.

CHAPTER TWO

Literature Review

2.0   Introduction

The literature review is along the following sub-headings;

- The concept of motivation

- Job satisfaction and its dimensions

- Incentives packages

- Teachers recognition and commitment

- Effective recruitment and orientation

- Reward system in Ghanaian Senior High Schools

2.1   Definition of motivation

Motivation is defined as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed" (Kreitner and Kinicki, 2001:205). On their part, Mathis and Jackson (2002:82) define motivation as "the desire within a person causing that person to act," They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void.

Similarly, Hellriegel, Slocum and Woodman (1989:142) define motivation as "the term used to describe the forces that cause the person to behave in a specific, goal-directed manner".

Torrington and Chapman (1983:98) define motivation "as a process by which the individual is activated or energized to produce specific activity.'' Parry and Porter (1975:31) have defined motivation as that which "energizes, directs and sustains behaviour''. They explain It further with emphasis on the degree and type of effort that an individual exhibits in a behavioral situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (1998:73) introduces the element of choice. According to him, "motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals". His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values.

The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Vroom and Deci (1977:9) ''they are the "whys" of behavior they arouse and maintain activity and determine the general direction of the behaviour of an individual''.

When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Such vagaries of human motivation have been amply expressed in the ensuing quotation:

"The diversity of human motivation and its manifestation in human behaviour are central to one of the most enigmatic aspects of management of organizations. The manifestations of the apparent vagaries of human motivation are reflected on the one hand, by such circumstances as how production, strikes, personal conflicts between supervisors and subordinates, restriction of output, absenteeism, and high turnover, and on the other hand, by such circumstances as individuals creativity, outstanding organizational achievements, high esprit de corps, and the strong personal commitment of individuals to their organization that generates work effort above and beyond the call of duty" (McCormick and Tiffin, 1977:9).

Motivation, though, a personal experience, engages managers' "keen attention at finding reliable links between individual motivation and effective performance and thus work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 1998:74).

2.1.1 Motivational Framework

Moorhead and Griffin, (1998:120) have provided a simplified framework within which current thinking on motivation is conducted. According to them, motivation can best be understood by considering need deficiencies and goal directed behavior of individuals.

Figure 1.

The Motivational Framework
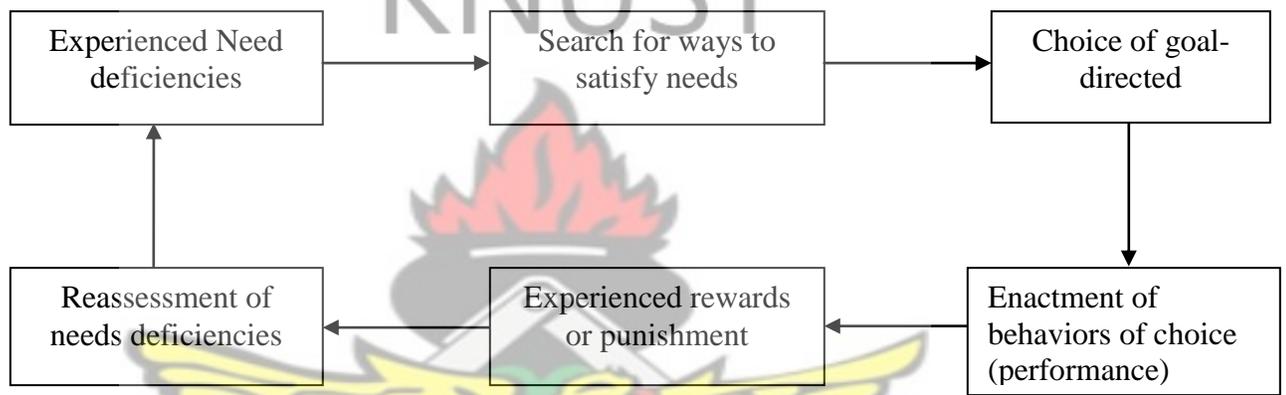
Source: Moorhead and Griffin, Organizational Behavior, 1998,

Houghton Mufflin Company, USA, 119.

Need is identified as the starting point. Moorhead and Griffin, (1998) define need to be "something an individual requires or wants". As illustrated in the diagram above, motivated behaviour begins with a person having one or more important needs - need deficiency. The individual is triggered by this need deficiency to search for ways to satisfy it. For instance, a person dissatisfied with the salary earned, considering how important the position occupied is to the organization, such a person may resort to any of a number of identified options including asking for a pay raise and promotion or to look for a new job with higher salary and prestigious title.

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The individual then faces the choice of goal-directed behaviour. The individual chooses an option at a time and directs all effort towards it. The next phase involves the individual actually carrying out the chosen behaviour to satisfy the need. It could be working hard for longer hours. The individual will next experience a reward or punishment for the chosen behaviour. The final phase involves the individual making an assessment of the extent to which the outcome achieved (reward or punishment) fulfils the original need deficiency.

Supposing the individual wanted a ten percent increment and promotion to Assistant Director of education and got both, the individual should be satisfied. Alternatively, if the individual received a seven percent increment and no promotion, a decision to keep trying, accept or quit the job altogether will have to be taken. It is noteworthy that in spite of an individual's effort, a need may go unsatisfied.

2.1.2   Teacher Motivation

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks.

However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

There are two key inter-related aspects of motivation - 'will-do' and 'can-do'. 'Will-do' motivation refers to the extent to which an individual has adopted the organisations goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals. A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating.

The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among

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teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met.

''Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realised''.(Bennell, 2004)

A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular.

However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a 'colossal problem', which is seriously compounded by 'political interference'.

It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarises these concerns about teachers.

'Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all' (World Bank, 2004).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation,

reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that 'teacher morale at this school is high'. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde and Swainson, 2002).

Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the 'morale among teachers is surprisingly high' (Carr-Hill Chaudhury, Hammer, Kremer, Mularidharan, and Rogers 2003). A recent survey in Ghana also concluded that teacher morale is 'reasonably high' (Acheampong , 2003). Only 13 per cent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one third stated that they did not intend to remain in the teaching profession.

2.2   Job Satisfaction

Satisfaction is the degree to which employees have a positive orientation towards employment by the organization. Dissatisfied employees will of course have a negative effective orientation towards the institution. Various dimensions or facets, of satisfaction are commonly dissatisfied. Work, supervision, pay, promotion, and co-workers are widely used (McClelland, 1996).

Job satisfaction studies seem to pay more attention to the first set of forces: those acting on the worker to remain committed to his/her job and fail to measure adequately the forces acting on him/her to be committed (Bame, 1975). According to Bame (1975), a high job satisfaction score shows that the individual worker likes his work and to some extent, may have achieved the goal or aim he sets for himself when taking up the job, which in turn, may indicate that, he is prepared.

In one of the studies reviewed, Cole, (1997), the investigators measured job satisfaction and they correlated the scores with motivation and commitment rate, that brought about low performance of job, even though some dissatisfied teachers may be compelled to remain in their job, others may leave for either the search of greener pastures. A better basis for predicting an individual's decision whether to be committed or not to his or her

job seems to be a simultaneous measurement of his job satisfaction or dissatisfaction and of his perceived availability of other job alternatives.

2.3   The Dimensions of Job Satisfaction

It is apparently from the literature review on job satisfaction above and indeed from the accumulated literature in this area that job satisfaction is now regarded as a multinational phenomenon. It comprises a complex set of variable which operate to determine a workers' attitude towards his job. Thus, while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surrounding of their work place and may be very dissatisfied with their wages or salaries.

In other words, workers can be satisfied and dissatisfied with their job at one time or the other. The general problem which investigators in this area have had to wrestle with is to specify the dimension of job satisfaction. Among the writers who have made important contribution to the specification of the dimensions are Herzberg, Mainer and Sideman (1959). In 1959, they studied the work experience and attitudes of some two hundred engineers and accountants from nine firms in Pittsburgh in the United States. They found from the study that some five factors: achievement, recognition for achievement, work itself, responsibility and advancement seemed to be strong determiners of job satisfaction.

These entire factors, they noted, were related to what a person does and not in relation to the situations in which he does it and so they classified them as intrinsic factors. This implies that they also found that a different set of factors seemed to be the determinants of job dissatisfaction. These were: company policy and administration, supervision, salary, interpersonal relation and working condition. Unlike the intrinsic factors, they are related to environment or the context of the job and not the work itself and so they termed them the extrinsic factors and regarded them as issues that do not provide any job satisfaction.

From these findings Herzberg and his colleagues (1959) formulated the motivation – Hygiene Theory in which, using an analogy from medical field, they termed the dissatisfiers the hygiene factor, that is to say, the factors were 'preventive and environmental 'since the hygiene factors are not an intrinsic part of the task but are merely related to the conditions under which the job is carried out, they claimed 'A good hygienic environment can prevent job dissatisfaction but cannot create true job satisfaction or happiness'(Herzberg, Mainer and sideman 1959).

They possibly argue that when workers come out for higher salary and get it, the satisfaction which they get is of rather short duration and very soon they begin to come out for more because money is a hygiene factor. The satisfaction gained from money is thus of short duration as compared to the satisfaction which accrues from true achievement or recognition for achievement.

The factors they isolated and their classifications into intrinsic and extrinsic factors (Wernimont, 1966) have corroborated their findings. However, they seem carried their interpretations too far by claiming that the intrinsic factors are only satisfiers and not dissatisfiers. In other words, it seems unrealistic to insist that the intrinsic factors are exclusive satisfiers and the extrinsic factors are exclusively dissatisfiers. A more realistic and perhaps valid view is to regard both the intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction.

It is reasonable to expect that a workers working conditions, for example whether or not he enjoys warm interpersonal relations with supervisors and fellow workers (all of these are hygiene or extrinsic) can give him real satisfaction or dissatisfaction depending on whether these factor are present or absent. Similarly, achievement or control over one's work (both intrinsic factors) can also make a worker satisfied or dissatisfied with his work role, again depending upon their presence or absence.

In their motivation-hygiene theory, Herzberg and his associates (1959) seem to overlook completely personality characteristics of workers, which play a vital part in their job satisfaction. For example, a teacher who has a strong need for achievement (intrinsic factor) could become extremely dissatisfied when he perceive himself as not achieving in

his teaching profession just as a teacher with a strong need for affiliation (hygiene factor) could gain 'real' satisfaction in teaching when he finds that the need is fully met in that job.

As indicated, a more valid interpretation of their data Herzberg, Mainer and sideman, (1959). Seems to be that the intrinsic and extrinsic factors can both act as satisfiers and dissatisfiers and that workers tend to name intrinsic factors when considering their dissatisfaction with their job. An empirical study by Wernimont (1966) fully supports this interpretation.

He tested the Motivation-Hygiene hypothesis in his study, and reported the following findings: - satisfaction with the job can be due to low levels of satisfaction with intrinsic factors. Extrinsic factors can cause both satisfaction and dissatisfaction less readily than do the intrinsic factors, but individuals are more likely to say they have bad or dissatisfied feelings about these extrinsic factors. (Wernimont, 1966). His classification of job satisfaction factors was the same as that of Herzberg and his colleagues (Wernimont, 1966).

From the reviews of the literature above, three factors of job satisfaction may be distinguished. Firstly, job satisfaction generated by intrinsic factors which may be termed intrinsic satisfaction; secondary, the job satisfaction caused by extrinsic factors which may also be termed extrinsic satisfaction ; and thirdly, there is a general job satisfaction emanating from intrinsic and extrinsic factors. Perhaps a useful way to look at general job satisfaction is to regard it as a summary measure reflecting both intrinsic and extrinsic facets of job satisfaction but at the same time maintaining a composite factor of its own as found in this study by the factor analysis of the various other variables in this study.

In light of research experience and accumulated empirical findings, scholars now generally agree that job satisfaction is a multidimensional phenomenon: it comprises a whole array of factors which operates together to determine a worker's attitude towards his job and consequently some aspect of his general work behavior.

2.4   Incentive Packages

In his research on teacher motivation and incentives packages in low income developing countries in Africa including Ghana, Bennel (2004) stated that despite the importance of material and psychological needs like job satisfaction, pay and benefits, occupational status and attrition, there is very limited good quality published information available. He therefore concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

2.4.1   Non Monetary Employee Commitment Strategies

Apart from money which is the cornerstone of employee commitment, there are other important strategies that can be used to elicit commitment of teachers. Many on the front line say that satisfaction of a professional staff is not as simple as offering the new employee fatty salaries, although each of these element is part of an overall strategy. Keeping those employees high morale depends on the institutions' willingness to reach beyond traditional approaches (Earl, 1998).

According to Interpersonal Technology Group (2003) the second important satisfaction to commitment factor, excluding salary, is quality of the Boss. Research suggested that democratic leadership is the best form of leadership where employees are allowed to be heard and understood, and that they want to be told the truth with compassion. These two concepts can be obtained in 50/50 meeting, where management speaks 50% of the time on their goal, vision, mission, and where employees have a chance to raise their own questions and issues affecting their work in the classroom.

Headmasters during staff meetings allow staff to express their views and also to contribute to discussions. Percy (1997) says we must honour and respect people's gift by using their talents for a higher purpose. Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999).

It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. Stoke, in Adeyemo (1999) goes on to say that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person's performance (e.g., as a Teacher).

Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations.

If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit".

2.4.2 Occupational status of Teachers

Occupational status depends on the 'public valuing' of the competence, role and overall contribution of a particular occupation to individual and societal welfare. Occupations that have attained 'professional status' share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct, and high levels of respect from the public at large. Teachers in most developing countries are 'semi professionals' mainly because of their relatively low levels of education and training vis-à-vis professional occupations such as doctors, engineers and lawyers; Also, the sheer size of the teaching force militates against 'professional' exclusivity. Teaching has become 'employment of the last resort' among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Finally, teachers are paid considerably less than the mainstream professions Bennell, (2000).

It is widely argued that that the status of teachers in most countries, both developed and developing, has declined appreciably during recent decades. However, the forces that are resulting in the 'deprofessionalisation' of teachers are probably more pronounced in developing countries. These include protracted economic and social crisis in many developing countries, increasing diversification of the teaching force with increasing reliance on less well-educated and qualified teachers with lower job security, generally lower standards of teaching, feminisation, and dramatic declines in the standard of living of teachers.

2.4.3 Salaries, Wages and Conditions of Service:

To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the institution attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or teachers, or with long service; and fringe benefits such as study leave with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other institution or education establishments is taken into consideration in determining the pay structure of their institution.

2.4.4 Money

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction.

Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, et al. (2005) demonstrates the motivational power of money through the

process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer.

Banjoko (1996) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

2.4.5   Staff Training:

No matter how automated an organization or a education complex may be, high performance depends on the level of motivation and the effectiveness of the workforce (teachers). Staff training is an indispensable strategy for motivating workers. The education institute must have good training programme. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

2.4.6   Teachers Recognition and Commitment

Institutions can avoid teachers' low performance by rewarding top performers. Meaningful rewards and recognition that are achievable have the greatest impact on high commitment of teachers. This therefore implies that a teacher who serves on particular grade successfully is identified with a particular position such as a Housemaster, Senior Housemaster, Headmaster, Circuit Supervisor, and District Director and so on and so forth. A hard working teacher on his ranks for four years gets a promotion to the next rank or study leave with pay at any high level of learning Institution of his choice which will always boost up teacher's attitude towards work and achievement of a higher goal.

The institution of best teacher award with an attractive reward and recognition like beautiful house well furnished and recognized certificate giving to the winner is a good example.

2.5 Job Commitment of Teachers

The Longman Dictionary of contemporary English defined commitment as the hard work and loyalty that someone gives to an organization. Having spent resources to recruit, train and build on employees, the Ghana Education Service needs to develop some form of commitment plan   that will determine why people are not performing to their highest level. The solution to employees' satisfaction and commitment are quite complex, but the application of tactics to address the issues of commitment in individual schools that is, often simple, straight forward and effective methods will yield the right results (Grensing, 2000).

Motivation on the other hand is a process of increasing employees' morale at their respective working places which can only be achieved by satisfying them. It is an important ingredient because it leads to effective teaching   in schools and has a positive impact on students' performance.

The question of low performance of teachers would be minimized if management of schools incorporates the notion of offering staff training and other incentive packages that are likely to motivate and meet their needs. The package is clearly demonstrated in private schools. With increasing level of development, the working environment has also become more competitive. The employer now demands for more skilled, trained and qualified workforce since the institutions' output depends on the employees' performances (Grensing, 2000).

Employees also look for the attractive incentive packages. So to retain personnel and increase their performance has remained a problem for human resources management practitioners (Luthans, 1998).

Today most institutions, especially the private sector educational institutions are becoming aware that they must become increasingly creative and innovative when it comes to motivating and satisfying their teachers. Most of them are offering several incentives packages to keep their members performing higher compare to government institutions. These include free transportation, mortgage facilities, free medical care and

free teachers' child education (Acheampong 2003).

Teacher's low performance appears to be common in most countries (Coombs, 1967.) But the problem is greater in some countries than others. In Ghana, many senior High School teachers have left the teaching profession to seek for greener pastures in other corporate organizations which offer better pay and seem more prestigious (Bennell 2004).

Thus the focus is towards maintaining overall job satisfaction among teachers to achieve higher levels of institutional commitment so that the performance will be corresponding to their increased morale. (Nanda and Brown 1977) have tried to identify the factors important in analyzing the performance of employees at the time of hiring and they found that employees' productivity depends on many factors including level of job satisfaction and motivation. Currently some teachers are employed in private firms, industries and public service departments at home and abroad just at the time when Ghana is in most need of teachers for her accelerated educational programs and massive expansion of her educational facilities.

Balfour and (Wechsler 1996) point out that overall organizational commitment is an appropriate and significant aspect to focus for institutional performance and productivity. Another approach for managing employees' performance is designing incentive programe more tactically in a way where institutional commitment is also addressed. Such incentives could be short term focused on driving employee behavior toward achievement of a specific goal (Feldman and Landsman, 2007

2.6 Supervision

The quality of the supervision a teacher receives is correlated to teacher commitment. People leave managers and supervision more often than they leave jobs. Effective supervision in the educational institutions will put teachers on their toes because good work done leads to teacher promotion and other rewards and recognitions.

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2.7   Decision Making

Ability of teachers to express their views on certain issues concerning the school is another key factor in teacher satisfaction leading to high commitment. Hasting (2006) indicated that employers seeking competitive edge should be sure their policies and practices promote work place fairness. Lambda (2006), in a research survey commented that, over half (54%) of respondent characterized gay-friendly, non-discrimination and anti- harassment policies are 'critical' to their decision about where they decide to work. Additionally 38% of the respondent reported that gay-friendly policies were appreciated to their happiness. In the survey, 29% of respondent reported experiencing some form of anti-gay bias in the workplace. 19% of respondents reported barriers in promotion because of their sexual orientation.

2.8   Effective Recruitment and Orientation

Orienting teachers to their workplace and to their jobs is one of the most neglected functions in schools. Students do not even know their teachers just to see him in the classroom. It is also very common for teacher's colleagues not to know new or current staff. The most frequent complaints about new teacher are left to sink or swim. The result is often a confused new teacher who is not productive and is more likely to leave the school within a year.

Ghana Education Service implement study leave with or without pay for full time courses undertaken by Ghanaian senior high school teachers for either bachelor degrees or master' degree which are fully sponsored by the Ghana government. Teachers pursue education related courses so that after the course, they can fully and efficiently integrate into the Ghanaian educational systems.

Some of the courses put the teacher in administrative position in the Ghana education service which bases where teachers leave the classroom to take part in these courses especially during holiday when most of the schools are on vacation. There are other groups of teachers known as non- professional   teachers who are also on the postgraduate diploma course in education in order to make them professional and efficient in the classroom.

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2.9   Reward Systems in Ghanaian Senior High Schools

In some selected senior high school, there are reward systems put in place by the school administration to motivate teachers. The main motive is to give every staff a chance to obtain maximum performance. As such teachers can purchase vehicle on hire purchase, own affordable houses, building plots and accessing soft loans from banks. The process of motivation involves choosing between alternative form of action in to achieve situation is created within the individual and this leads to specific activities intended to reduce tension culminating in the achievement of the desired goal.

Understanding human motivation is a complex issue. A person's motives may be clear to him but quite puzzling to others. On the other hand, a person under stress may not understand his own motives even though these may be perfectly clear to a trained observer. Not surprisingly, our understanding of another form of motivation is influenced considerably by our own attitude towards people. When management speaks of highly motivated staff, this may imply that the staff is doing what they want them to do. It could be that the staff concerned share their motives, such as customer satisfaction, lively working environment but equally they could not be motivated by fear of dismissal or by greed for lavish bonuses.

In the selected senior high schools, the administration, headed by the headmaster rewards teachers and students every year during speech and prize- giving day. This is to say that teachers' work and dedication are been recognized by both school managers and parents. If school authorities assume that the staff is generally hardworking and ambitious as well, they will take the view that they can be motivated by means of challenging work, promotion opportunities and the exercise of being responsible. If however, they assume that the staff is lazy and unreliable, they will take the view that must be given less challenging task to perform and will want their heads of department to take responsibility in case things go wrong.

To this end Stoner and Freeman (1992), emphasizes that no organization can succeed without a certain level of commitment and effort from its members. For this reason managers as well as school authorities and management scholars have always formed

theories about motivation which are those factors that cause, channel, and sustain an individual's behaviour. These theories, in turn, affect the way school authorities treat their staff members. Teachers are recommended for promotion and up-grading by the headmasters every year. Dedication and hardworking has been the yardstick for the headmasters recommendation for promotion of this staff.

Appleby (1980) refers to motivation as the way, urges, aspirations, drives and needs of human being which directs controls and explains their behavior. A large part of any managers' tasking is getting things done through people. He must therefore try and understand how people can be motivated. This aspect of management element of direction is concerning with inducing people to work to the best of their ability. All aspects of the motivation of employees cannot be provided by management as there are other influences outside the working environment, such as community and family pressures.

Staff is given meals every afternoon and other activities like excursion are offered freely to staff. There is also access to computer facilities for all staff who want to be computer literate. McClelland et al, (1969) stated that motivated behavior takes the form of a situation depending on how pleasant or unpleasant consequences are anticipated, that is, we are either motivated to do something or withdraw.

McClelland et al, (1996) goes on to say that all human beings have three (3) basic needs: - Power, affiliation and achievement. In their opinion, the power needs is expressed in a strong desire to change or alter the course of events. In terms of affiliation of human beings, the felling of belongingness exists in all human beings but in widely differing degrees. In terms of achievements, a human need is either to succeed or not to fail. This expresses the need for achievement in considerable in-depth and concludes that for one to be successful, there are (3) things to do: Seek a challenge, set goals or objectives, and work hard to achieve those objectives.

According to an American Psychologist, Abraham Maslow (1954), needs of belongingness includes the need to belong, to be respected and to give and receive (friendship and affection). At the workplace, they are concerned with team work, social

and welfare activities such as funerals, end-of-year get –together, naming ceremonies, birthday ceremonies, wedding ceremonies, school and church activities and trade unions. The individuals are believed to have a need to belong to social grouping and to be accepted by others.

The level of motivation identified in theory and literature pertaining to Ghana Education Service include incentives packages, such as loans, affordable housing scheme, responsibility allowances, study leave with pay, best teachers awards, car maintenance allowances, staff bungalows, funeral grants coupled with bonuses instituted by managers of school which include free meal s, extra class allowance, motivation allowance, awards during speech and prize giving days, welfare schemes and staff socialization are instituted in order to boost teacher's morale to teach and be much committed to his job.

2.9.1 Payment Policy

Fair wages and salaries policies are key elements in enhancing employee performance. Basic wages and salaries on their own are unlikely to enhance performance but performance-related pay systems have been found to provide considerable motivation to individual performance. An unfair wages and salary system certainly leads to disgruntled employees.

2.9.2 Performance-Related Pay

Kartz and Docherty (1994) have stated that it is unfair to pay all employees the same amount when the individual performance or group performance differs. Traditionally, majority of employers pay employees on time rate system expressed as an hourly rate, a weekly wage or an annual salary paid in twelve equal installments. Such systems are easy to implement, easy to monitor and clearly understood by employees.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter provides a detailed description of the approach used in conducting the study. The design of the study, target population as well as the techniques utilized in selection of the sample are also explained in this chapter. The data gathering tool and procedure are also described. Finally the sources of data and data analysis techniques are also explained in this chapter.

3.1   Research Design

A research design is the controlling plan for a research study in which the methods and procedures for the collecting and analyzing information to be collected is specified (www.buseco.monash.edu.au). A research design therefore provides the glue that holds the research project together. It is used to structure the research and show all its major parts work together to address the central research objectives. The aim of this research was to explore the relationship between motivation, and employee commitment of Ghana Education Service. The researcher found it most appropriate to use a descriptive correlational design. Descriptive correlational design is a method designed to determine if two or more variables are associated with each other. It is also use to describe the behavior or characteristics of a population.

According to Osuala (2001), descriptive correlation approach provides a snapshot of the current state of affairs and the relationship among variables for prediction of future events from the present knowledge.   The approach as used in this study provided an adequate description imperative of making a wide range of policy decisions. It also helped the researcher to discover the relationship between job motivation and commitment of Senior High School teachers in the study sites and made recommendations for the future.

3.2   Target Population

Teachers at Ofoase Senior High Technical School, Ejisuman Senior High School, Agogo State Senior High School and Konongo-Odumasi Senior High School. The four schools

which are situated at Ashanti Region (under the Ghana Education Service) were targeted for the study. The researcher concentrated on the four schools due to time constraints and familiarity with the schools. Teachers in both classroom and in administrative positions who have worked with the various schools for at least one year or more were targeted. This also included those who consented to participate in the study. Those excluded were those who have worked in the four schools for less than one year and those who did not consent to be part of the study.

3.3   Sample Size and Sampling Technique

Sampling is the process of selecting units or groups from a population of interest so that by studying the sample, findings may fairly be generalized to the population. The number or the size of the targeted population that is used for a study and analysis is termed as the sample size .Sampling technique on the other hand is the strategy the researcher applies during the statistical sampling process. The cluster sampling technique was used in the selection of one hundred teachers from the four schools. In doing this the four schools within the three districts of Ashanti region were labeled as clusters and given a quota of 25 teachers each. The names of the teachers in each of these clusters (school) were collected and 25 names selected at random from each of the list of names. Thus the simple random technique of the probability sampling was used in selecting a total of one hundred participants for the study.

3.4   Data Gathering Tool
Primary Data

Two sources of data were utilized in soliciting information for the study. These are primary and secondary 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 the appendix. The researcher designed the questionnaire and it consisted of three main sections. The first section A elicited demographic information on the participants. This included age, gender, educational background, number of years of work with school, number of years in position and religion, among others. Section B measured

teacher's commitment to G.E.S. The researcher used a standardized scale designed Sincich, Levine and Stephan (1999) with a validity coefficient of 0.82 for the measurement. It has a total of fifteen (19) items. Section C elicited information on motivation of teachers. The Section C was a nine (9) item standardized scale designed by Meyer & Allen (1991) used in measuring the level of motivation among the teachers with a validity coefficient of 0.78.

Secondary Data

Secondary data is made up 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 G.E.S.

3.5   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 complete within 20 minutes. The questionnaires were collected immediately after the completion by the participants.

3.6   Scoring Of Data

Scores on commitment to G.E.S in Section B was obtained by adding the scored marks such as Strongly disagree - 1 mark, Disagree - 2 marks, Undecided - 3 marks, Agree - 4 marks, and Strongly agree - 5 marks. Section C which measured motivation had a five point Likert scale with a response of strongly disagree scoring one (1) mark, a response of disagree scored two (2) marks, undecided scored three (3) marks, agree attracted four (4) marks and strongly agree scored five (5) marks. The data on motivation was scored and computed by adding the scores of ticked responses by the participants (total

motivation score for an individual). A score above forty (40) showed that the individual was motivated whiles a score below 40 indicated that the individual was not motivated.

3.7   Data Analysis

The data gathered was coded into the Statistical Package for Social Sciences (now Statistical Product and Service Solutions) version 16. The analytical procedures utilized include descriptive statistics (such as frequencies, percentage, mean and standard deviation), inferential statistics and Pearson's product moment correlation coefficient.

3.8   Research constraints

The constraints of time and financial resources and data collection problems such as visiting the schools, internet café for browsing, typing and printing, making telephone calls and administering of questionnaires reduced the scope of the study to only teachers in the selected Senior High Schools in the three districts namely Asante Akim South, Asante Akim North and Ejisu Juaben Districts of the Ashanti Region of Ghana. In this research, some respondent collected the questionnaires on the ground that they might not have time to answer it immediately but misplaced it. Other teachers also collected it but refused to answer the questionnaire. Since the study is confined to only teachers in Senior High Schools of Ashanti Region, the findings and conclusions may not be appreciable to the other sectors.
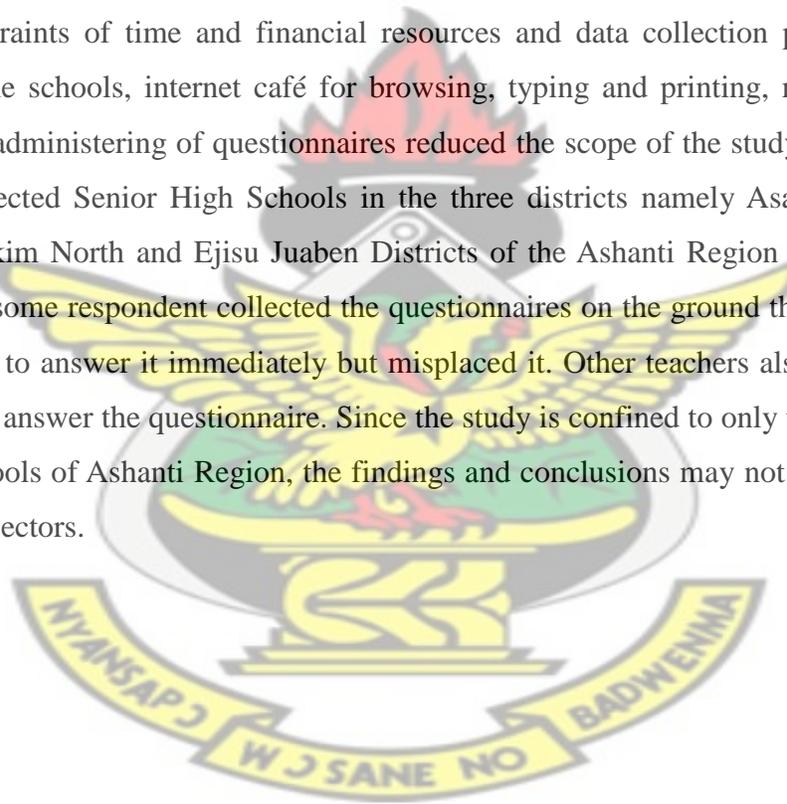
CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0   Introduction

This chapter deals with the analysis, presentation, and evaluation of data obtained from the respondents from the four selected Senior High Schools in Ashanti region in relation to the set objectives of the study. The focus of the analysis of the field data were on the following variables:

- Demographic background of respondents.
- Commitment of respondents to G.E.S.
- The level of motivation among the respondents.
- The level of job satisfaction among the respondents.

4.1   Demographic Background of Respondents

Tables 1, 2, 3 and 4 gives statistical data about the respondents with respect to their positions, number of years spent in their schools, age, gender and academic qualifications.

According to the investigations subject teachers dominated the participants by representing 41% (41) of the sample which is followed by form Masters and Mistresses 34% (34). Housemasters were 13%,(13) Assistant Headmasters 5% (5) Heads of department 4% (4), Senior House Masters 2%, (2) and Accountants 1% (1) . This information is presented in Table 1 below.

Table 1. Position of Participants

Position	Frequency	Percent(%)
Assistant Head Master	5	5.0
Senior House Master	2	2.0
House Master/ Mistress	13	13.0
Head of department	4	4.0
Form Master/ Mistress	34	34.0
Subject Teachers	41	41.0
Accountant	1	1.0
Total	100	100.0

Source: Field survey

Participants' number of years in the specific schools was also assessed and relevant information in Table 2 below showed that most participants 43% (43) have been working in their respective schools for more than five years. The rest indicated they have been in their respective schools for 1-2 years 36% (36) and 3-4 years 21% (21) The rationale for finding out this information was to relate it to the familiarity of the participants with regard to policies, management practices and conditions of services of their schools. It was clear from the results in Table 2 that majority of the participants 64% (64) have worked in their schools for more than three years and thus very familiar with issues in their schools.

Table 2. Number of Years of Service in Ones School

Tenure in School (years)	Frequency	Percent(%)
1-2	36	36.0
3-4	21	21.0
5 and above	43	43.0
Total	100	100.0

Source: Field survey

On age distribution of participants, it was found out from Table 3 below that most participants were 30 years or above 92%.(92) Only 8%(8) were below the age 30.This shows that most of the teachers are mature. Also those in this age bracket are more expectant with more needs such as family, marriage and other social responsibilities to satisfy.

Table 3. Age Distribution of Participants

Age	Frequency	Percent
20-29	8	8.0
30-39	51	51.0
40-49	29	29.0
50 and above	12	12.0
Total	100	100.0

Source: Field survey

Results in Table 4 shows that a significant number of participants had Bachelors degree 82% (82) , 10% (10) had Master's degree whiles 8%(8) had diploma/HND. The reason for this is not far fetched because in Ghana these days it is very difficult to get appointment in Senior High Schools without having at least a first degree.

Table 4. Academic Qualification of Participants

Academic Qualification	Frequency	Percent
Diploma/ HND/	8	8.0
First Degree	82	82.0
Masters Degree	10	10.0
Total	100	100.0

Source: Field survey

Figure 2 below depicts a visual picture of gender of participants. Data collected established that 75% of the participants are male while 25% female. This shows that teachers in the selected schools are male dominated.

Figure 2. Pie Chart on Sex Distribution of Participants
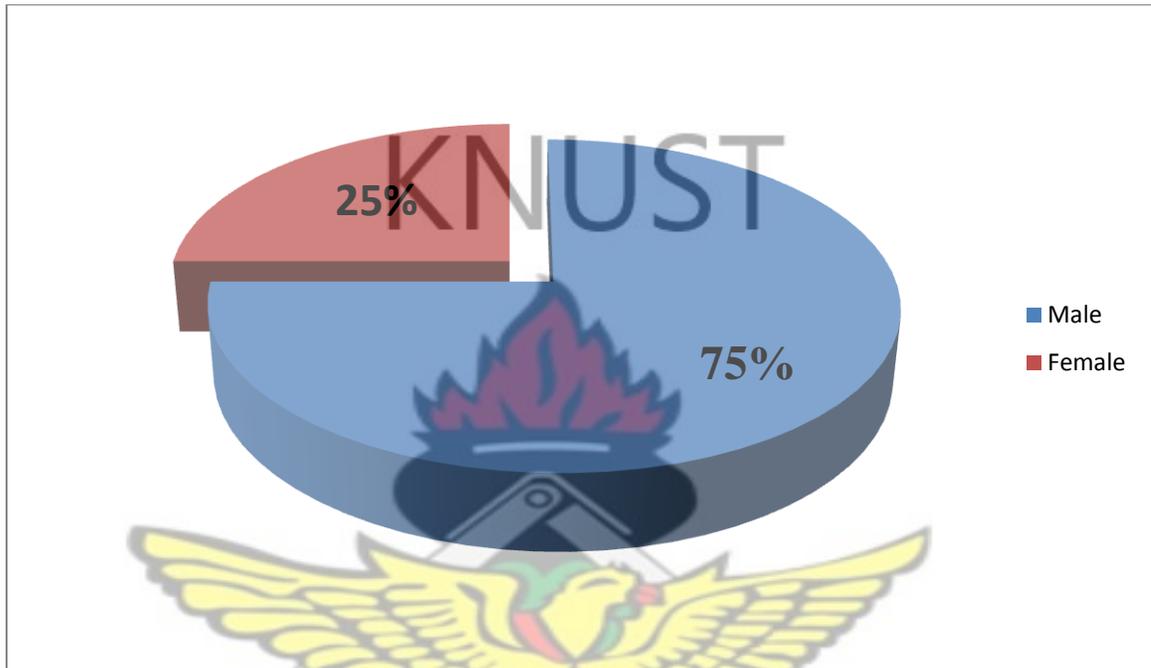
4.2 Commitments

Results in Table 5 below revealed that 81% (81) of the participants agreed that they put in great deal of effort beyond normal. Only 7% disagreed while 12% (12) were undecided.

The fact that 81% of the participants agreed that they put in great effort is a good development for their schools. It is important for the government and management of their schools to recognize this and to keep the teachers at this level so that they do not fall into the other groups who disagreed or were undecided.Table 5. Willingness to put Great Effort in Work

Extent of Agreement	Frequency	Percent
Strongly Disagree	5	5.0
Disagree	2	2.0
Undecided	12	12.0
Agree	53	53.0
Strongly Agree	28	28.0
Total	100	100.0

Source: Field survey

On whether respondents talk about G.E.S. as great institution with their friends results in Table below indicated that 57% (57) of the respondents talked about G.E.S with their friend which is also a form of commitment. Only 27% (27) do not do this. The fact that majority of the respondents indicated that they talked about G.E.S as great institution with their friends is a good development for G. E. S.

Table 6 Talk of Ghana Education Service with Friends

Extent of Agreement	Frequency	Percent
Strongly Disagree	11	11.0
Disagree	16	16.0
Undecided	16	16.0
Agree	46	46.0
Strongly Agree	11	11.0
Total	100	100.0

Source: Field survey

A further investigation revealed that 61% (61)of the participants disagreed that they feel little loyalty to G.E.S. while 31% (31) confirm they feel little loyalty to G.E.S. This signals an appreciable level of commitment to G.E.S.

Findings further showed that participants were not committed that much when it comes to accepting any type of job in order to keep working with G.E.S. This is because only 37

%(37) agreed they would do this while 40% (40) disagreed.

Table7. Acceptance of any Job to Keep Working for G.E.S

Extent of Agreement	Frequency	Percent
Strongly Disagree	17	17.0
Disagree	23	23.0
Undecided	23	23.0
Agree	34	34.0
Strongly Agree	3	3.0
Total	100	100.0

Source: Field survey

On the question of whether G.E.S. inspire the respondents, findings in Table 8 below indicated that majority of the teachers 58% (58) were not inspired by G.E.S. Only 30% (30) indicated that they were inspired by the Ghana Education Service.

Table 8. G.E.S Inspire the Me

Extent of Agreement	Frequency	Percent
Strongly Disagree	18	18.0
Disagree	40	40.0
Undecided	12	12.0
Agree	21	21.0
Strongly Agree	9	9.0
Total	100	100.0

Source: Field survey

Further findings revealed that 39% disagree with the fact that it would take little to change their present circumstance to leave, G.E.S while 32% agree with this. Meanwhile, 44% were not happy they chose teaching as a profession. Forty two (42%) however, indicated that they were glad they chose teaching as a profession. Thirty eight percent (38%) disagree they do not have much to gain staying with G.E.S. Forty nine percent

(49%) opined they have nothing to gain staying with G.E.S.

Results in Table 9 below showed that only 20% disagree with having difficulty agreeing with G.E.S policies. However, a significant percentage 59% agree they find difficulty agreeing with policies of G.E.S. Further investigations revealed that only 12% indicated they do not care about the fate of the institutions they work with while 74% of their counterparts do. Also sixty-five percent (65%) disagree with the fact that G.E.S is the best institution to work with. Only 19% thought G.E.S. is the best institution to work with.

It is worthy to note that in spite of the fact that G.E.S. does not inspire teachers, majority of them, as much as 74% cared about the fate of their institutions.

Table 9. Difficulty Agreeing with G.E.S Policies

Extent of Agreement	Frequency	Percent
Strongly Disagree	4	4.0
Disagree	16	16.0
Undecided	21	21.0
Agree	33	33.0
Strongly Agree	26	26.0
Total	100	100.0

Source: Field survey

Respondents were further asked whether decision to work with G.E.S was a mistake. Results in Table 10 below showed that 53% indicated that deciding to work for G.E.S was not a definite mistake. Those who indicated it was a mistake were 32 (32%). Most respondents 81% further stated that they were much committed to their job while only 12% denied. Related to this is the claim by 59% that they were not committed because of the poor remuneration which only 26% denied. Sixty five percent also disagree they love to teach because of the motivational factors. Only 23% reported they love to teach because of the motivational factors. Most respondents 75% also indicated they would work with their heart to increase performance in their institutions and only 9% were not

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prepared to work with their heart to increase performance of their institutions.

Table 10. Decision to Work for G.E.S. was a Mistake

Extent of Agreement	Frequency	Percent
Strongly Disagree	20	20.0
Disagree	33	33.0
Undecided	15	15.0
Agree	14	14.0
Strongly Agree	18	18.0
Total	100	100.0

Source: Field survey

4.3 Motivation

The Survey requested respondents to indicate the extent of their agreement on whether the following factors motivate them in working with the G.E.S. The following results were obtained.

Table 11. Motivational Factors

Factors	Agree	Disagree	Undecided
Teaching offer opportunities to use special abilities	72 (72%)	12 (12%)	16 (16%)
Teaching permits creativity	78 (78%)	13 (13%)	9 (9%)
Teaching provides challenge	70 (70%)	10 (10%)	20 (20%)
G.E.S offers prospects of secure future	78 (78%)	12 (12%)	10 (10%)
Working with G.E.S give chance to earn good money	65 (65%)	24 (24%)	11 (11%)
Teaching ensures exercise of leadership	91 (91%)	2 (2%)	7 (7%)

It is worth noted that majority of the teachers surveyed agreed that the above mentioned factors motivate them in working for G.E.S. The extent of agreement ranges from 65% to 91%.

This is a positive development for G.E.S. in general and their institutions in particular. This shows that the job satisfaction and motivational level for the teachers are high.

However, quite a number of the teachers indicated that the factors did not motivate them while the rest were undecided. It is important to recognize this so that the Government and G.E.S. can put some measures in place to motivate these categories of teachers to give off their best.

4.4   Measures to Improve the Motivational level of Teachers

The respondents were asked to offer suggestions for the improvement of motivational levels of teachers. In this respect they willingly offered the following measures for consideration. Family security (19%), Study leave and scholarship (25%), improved conditions of service and residential facilities (38%). Others were societal recognition or fame (15%), Students respect and love (5%), Very good pension packages (4%), Job security and timely promotion (6%).

4.5   Factors Influencing Commitment

Relevant information on factors influencing commitment to G.E.S are presented in Table 12.

Table 12. Factors Influencing Job Commitment

	Teachers (n=100)				
Variables	**M**	**SD**	**df**	**r**	**Sig**
Commitment	57.92	7.39	-	-	-
Motivation	51.04	6.77	98	.373	.020
Position in school	-	-	-	-.266	.011
Number of years in position	-	-	-	.226	.038
Number of years with school	-	-	-	.036	.370
Age	-	-	-	.182	.045
Sex	-	-	-	.066	.272
Academic qualification	-	-	-	-.283	.019
Religion	-	-	-	.043	.349

Source: Field survey

Results in Table 11, showed that commitment of participants was moderately high. This is because participants recorded mean commitment score of 57.92 (standard deviation = 7.39) out of a maximum score of 95. Participants also demonstrated high level of motivation since they recorded mean motivation score of 51.04 (standard deviation = 6.77) out of a total score of 65. Results in Table 23 also revealed that factors such as motivation (p = .020), number of years in position (p = .038), age (p = .045) and academic qualification (p = .019) positively correlated with the commitment of teachers to G.E.S. Position in school (p = .011) negatively correlated with level of commitment of participants. Number of years in school (p = .370), sex (.272) and religion (p = .349) do not influence commitment of teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter concludes the study by dealing with the summary of findings, conclusions and takes a look of the way forward for motivation and commitment of teachers in Senior High Schools. Following emerging issues from the analysis and discussions of data in chapter four, a number of recommendations worthy of considerations by the government and development agencies for enhancing motivation and commitment level of Senior High school teachers have been made.

5.2   Summary of Findings

It was found out from the study that the overall motivational levels of the teachers in the four Schools surveyed were very high. Some of the factors which motivate the teachers include the fact that teaching offers opportunities to use special abilities, their jobs offer them a secure future, working with the G.E.S gives them chance to earn good money and also help them to exhibit their leadership qualities. In terms of job satisfaction, the studies revealed that majority of the teachers were satisfied with their work at G.E.S.

The study also revealed that a majority of the teachers indicated that they are committed to their jobs at the G.E.S. As high as 81% of the respondents indicated that they put in great deal of effort beyond normal in the course of their work. On the distribution of the participants, it was found out that most of them (92%) were 30 years and above. Teachers above this age are more expectant with more needs such as family, marriage and other social responsibilities to satisfy. It is therefore not a surprise that most of them are committed to their jobs since they would like to maintain their jobs in order to provide for the socio economic needs of their families.

It was also revealed by the study that factors such as teacher's position in their schools, number of years spent on that position gender and age of participants had positive significant influence on commitment to their jobs.

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5.3   Conclusion

The level of motivation among teachers in the four Senior High Schools surveyed has been established to be generally high. Significantly, opportunities to use special abilities, secure future and the chance to earn good money have been identified as a major source of motivation. Majority of the teachers are satisfied with their job at G.E.S. The levels of motivation and satisfaction have a positive effect on commitment because 81% of the participants indicated that they are committed to their job. It has been revealed by the study that majority of the teachers are above 30years of age. Teachers above this age are more expectant with more needs such as marriage, family and Social responsibilities to satisfy and are thus more willing to maintain their jobs. As a result if measures are implemented to improve their motivational level for them to meet their expectations, they can be retained and developed to constitute competitive assets for G.E.S. It is therefore imperative for G.E.S to evolve more proactive measures to improve the motivational level of the teachers in order to maintain their commitment level and also attract more qualified staff to their fold.

5.4   Recommendations

The following are a number of recommendations the G.E.S and the government should consider in order to improve the existing motivational and commitment level of teachers in Senior High Schools.

1. The G.E.S and the government should grant more scholarships and study leave with pay to Senior High School teachers to improve their professional and leadership competencies.

2. The condition of Service of teachers should be improve with increase in salaries, provision of free accommodation, scholarship for wards teachers, subsidy for electricity, and free medical care for teachers and their families. This will help the G.E.S to retain its staff and improve their commitment level.

3. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This will give teachers a sense of security in their old age and as result they will remain focus and committed to their job.

4. The government and society in general should recognize the effort of teachers and reward them appropriately. In this direction the National Teachers Award Scheme should be expanded especially the Senior High School teachers component to include more teachers at that level. Communities and traditional areas should also institute award schemes in their own small ways to complement the government award Scheme.

5. Timely promotion of teachers and subsidized access to the internet should be seriously considered.

6. The G.E.S and the government should undertake frequent comparison and adjustment of its strategies at motivating teachers with other organizations. This will reduce the problem of teachers leaving G.E.S to join other organizations.

7. Related to the above, G.E.S should conduct attitude survey on workers to seek information on what teachers like and dislike about their work. Feedback should be given immediate attention by management and should constitute the basis for management strategies to motivate and retain staff.

8. The government on its part should recognize the pivotal role teachers play in education and motivate and resource them to play their role effectively.
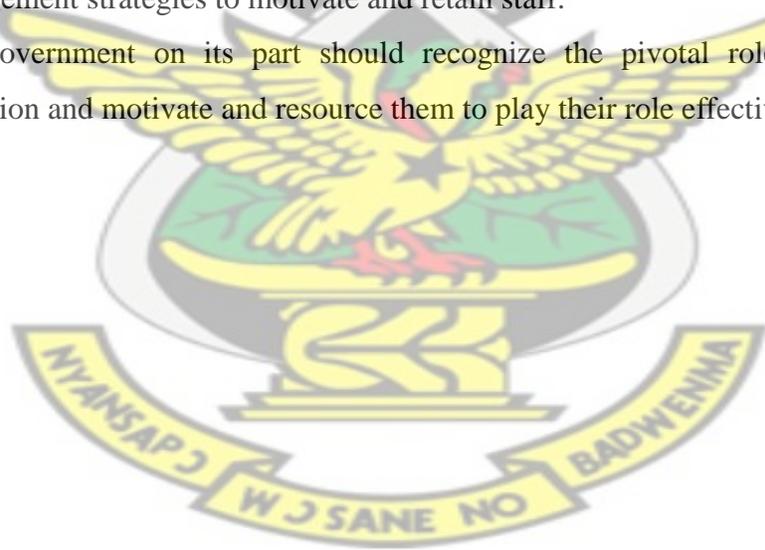
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APPENDIX

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
INSTITUDE OF DISTANCE LEARNING**

**QUESTIONNAIRE ON MOTIVATION AND JOB COMMITMENT AMONG
TEACHERS IN
FOUR SELECTED SENIOR HIGH SCHOOLS IN ASHANTI REGION OF
GHANA.**

QUESTIONNAIRE FOR TEACHING STAFF

This questionnaire is part of a research study on Motivation and Psychological Determinants of job commitment among Teachers in Senior High Schools. You are kindly requested to complete the questions to the best of your opinion. Your response will be treated confidentially and your anonymity is assured.

SECTION A

PROFILE OF RESPONDENT

(a) POSITION IN THE

SCHOOL………………………………………………………………….

(b) NO. OF YEARS IN THIS

POSITION……………………………………………………………

(c) NO. OF YEARS WITH THE

SCHOOL…………………………………………………………

(d) AGE………………………………………………………………………………

(e) SEX………………………………………………………………………………

(f) ACADEMIC

QUALIFICATION……………………………………………………………

SECTION B

Job Commitment

The following statements describe how you feel about your job. Read and indicate by ticking the extent to which each describes your feelings.

Adopted from Sincich, Levine and Stephan (1999) Practical **statistics by example using Microsoft Excel,** *Upper Saddle River, New Jersey: Prentice Hall*

No.	Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I am willing to put in a great deal of effort beyond what is normally expected in order to help G.E.S to be successful.					
2.	I talk about Ghana Education Service to my friends as a great institution to work for.					
3.	I feel very little loyalty to G.E.S					
4.	I would accept almost any type of job assignment in order to keep working for this institution.					
5.	My values and Ghana Education Service values are very similar.					
6.	I am proud to tell others that I am part of G.E.S.					
7.	I could just as well be working for a different organization as long as the type of work is similar.					
8.	Ghana Education Service inspires the very best in me in terms of job performance					
	It will take very little change in my					

No.	Statement					
9.	present circumstances to cause me to leave Ghana Education Service.					
10	I am extremely glad that I chose teaching profession over other professions.					
11	I don't have much to gain by staying with G.E.S					
12	I find it difficult to often agree with the organizational policies on important matters relating to its employees					
13	I really care about the fate of this institution.					
14	For me, this is the best of all possible institutions to work with.					
15	Deciding to work for Ghana Education Service was a definite mistake on my part.					
16	I am much committed to my job as a teacher.					
17	I am not much committed to my job due to poor remuneration.					
18	I love to teach because of the motivational factors.					
	I will work with all my heart to increase performance in my institution					

20. Apart from monetary motivation, what other factors will you consider in deciding to stay with G.E.S?

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SECTION C

JOB SATISFACTION

Adopted from Meyer and Allen (1997) **Commitment in the work place: theory, research, and application,** *Thousand Oaks, California: Sage Publications,*

My organization provides the following:	Responses Tick as appropriate				
Self-Expression	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Opportunity to use special abilities or aptitudes					
Permission for creativity					
Relatively free from supervision					
Providing a challenge					
Attainment of academic achievement					
Opportunity to be innovative and advance knowledge.					
Helping Others					
Opportunity to work with people rather than things					
Opportunity to be helpful to others					
Helping individuals, groups, Organizations, or society to advance and improve.					