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ENTREPRENEURIAL DEVELOPMENT-KUMASI

TEACHER MOTIVATION IN PUBLIC JUNIOR HIGH SCHOOLS AT AFIGYA

KWABRE NORTH DISTRICT

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DECLARATION

STUDENT'S DECLARATION

I, RICHARD KWAME BOAKYE, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE: …………………………………………

DATE: …………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

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DATE: …………………………………………………….

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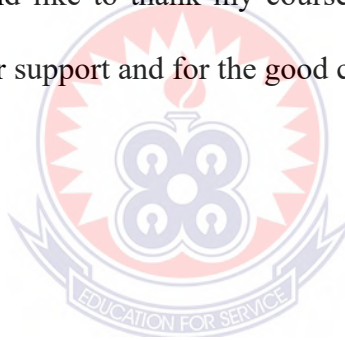
DEDICATION

To my dear wife; Rose Mensah and my children, Ivan Boakye-Yiadom and Jason

Boakye-Yiadom.

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ABSTRACT

The purpose of the study was to investigate teacher motivation and its influence on teacher's performance and retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District. The objectives of the study were to: find out the kind of motivation available for teachers in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District, ascertain the level of teacher retention, influence of motivational packages on teachers retention in Junior High Schools and identify strategies that promote teacher retention. A descriptive survey design was used for the study. The population for the study was 128 teachers from 10 Junior High Schools. Simple random sampling technique was used to select 64 teachers. A sample of 64 teachers was used for the study. Structured questionnaire was used as data collection instrument for the study. The reliability test yielded Cronbach Alpha of 0.79. Descriptive statistics such as frequencies and percentages were used to analyse the data. The study revealed that the motivational package available to teachers was the participatory decision making. The study also revealed that strategies that could be used to promote teacher retention were regular training, education and development, conducive and congenial working environment, and participatory decision making. The study recommended that the District Director of Education should ensure that the best motivational packages are implemented to enable teachers perform better for the success of education. Also, the Afigya Kwabre North District Director of Education should reinforce the use of participatory decision making to sustain teachers' interest to perform and remain in the teaching service.

CHAPTER ONE

INTRODUCTION

This chapter presents the introduction of the study which consists of the background, statement of the problem, purpose, objectives, research questions, significance, delimitations, limitations, and organization of the study.

1.1 Background to the Study

In 21st century, modern organizations, including educational institutions, have realized that their ability to develop and retain skilled personnel is critical to their success. It is worth noting that one of the most important parts of any organization is a strategic plan that treats every employee as a valuable resource. For long-term survival, growth, and organizational success, employees' commitment and motivation to work are more crucial than rational, quantitative measures (Cobbold, 2014). Essentially, one of the most important human resource functions of modern organizations is employee motivation, which has been identified as a striking force for employee commitment, performance, and, of course, retention. Accordingly, human resource management practitioners and researchers have attempted to understand, explain, and implement employee motivational strategies in a variety of ways, all in an effort to improve the well-being of their organizations. Latham and Locke (2019) define motivation as "a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work". Baldoni (2015) conceive motivation as a force that reinforce behaviour and triggers the tendency to dis/continue an action.

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Motivation can be intrinsic (which is inherent in the job itself and for which the individual enjoys as a result of successfully completing the task or attaining his goals) or extrinsic motivations (those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work (Latham & Locke, 2019). Such tangible motivations are often determined at the organizational level, and may be largely outside the control of individual managers.

Employee motivation in contemporary organisations has become so dynamic that managers have to appraise and re-appraise their motivational strategies on an on-going basis (Latham & Locke, 2019). Good remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity (Latham & Locke, 2019). The view that specific rewards will encourage increases in production has not always been substantiated, even though management has often attempted to spur production by such offerings and has often attributed production increase to rewards and incentives (Latham & Locke, 2019).

Barmby (2012) indicated that teachers perform their tasks for three main reasons: altruistic, intrinsic and extrinsic reasons. However, the reasons for choosing the profession as a career are predominantly related to altruistic and intrinsic stimuli and maintaining a wholehearted passion for teaching and learning requires not only skill per se but excellence, inner strength and a strong spirit. Teacher motivation has to do with teachers' attitude to work. Motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated

teachers have a sense of professionalism and are enthusiastic and totally committed to their jobs as teachers.

According to Barmby (2012), with the current increasing demands placed on teachers in contexts of increased tendencies of a breaking down of the culture of teaching and learning on account of increasingly pervasive societies, it is difficult to urge teachers to put their heart and soul into their work. As a matter of fact, the work has become a place of disillusionment; teachers start with enthusiasm and creativity, but day after day, they feel more and more helpless, overwhelmed, exhausted and bored (Barmby, 2012). This is because teachers have too many responsibilities or excessive non-teaching responsibilities such as paper work and administrative tasks for which they have insufficient support from school administration.

According to Czakan as cited in Noels (2015), motivational variables used to attain retention in the past may no longer be appropriate to motivate talented employees to remain thereby increasing the rate of turnover. High employee turnover is costly to both the individual organisation and the national economy. Ramiall (2003) indicated that the total cost of employee turnover in the United States of America is about 150% of an employee's annual salary. The cost of filling job vacancies, lost productivity from vacant jobs and the cost of training new employees increases operational costs. Dess and Shaw (2001) also argue that turnover incurs significant cost, both in terms of direct costs (i.e., replacement, recruitment and selection, temporary staff, management time) and indirect costs (i.e., morale, pressure on remaining employees, costs of learning, product/service quality, organisational memory and the loss of social capital). All these costs are usually a feature of involuntary turnover.

Management of institutions can reduce these costs by adopting appropriate motivational strategies in order to retain competent employees, thereby reducing the turnover rate. In order to succeed in attracting and retaining talented employees, South African organisations have to consider the needs of their organisations and those of the individuals, as well as the environment in which they operate. According to Schalkwijk cited in Banjoko (2017), organisations have to develop strategic reward programmes that incorporate pay and employee benefits as well as consideration for the individual employee's personal growth and development. These represent some of the personal needs and career aspirations of employees which must be considered by employers in order to retain and motivate them to help in achieving organisational goals.

Motivation and retention are two very important strategies of Human resource management in making organizations better place to work and helps in achieving organizational efficiency, so constant efforts are required to take special care in improving them hence the need for the study to investigate teacher motivation and its influence on teacher's retention in Junior High Schools in the study area.

1.2 Problem Statement

One of the most important human resource functions of modern organizations is employee motivation, which has been identified as a striking force for employee commitment, performance, and retention.

An interaction with some of the teachers in junior high schools in the study area seems to suggest that there is perceived lack of teacher motivation leading to teacher attrition.. Ampofo (2012) indicated that, teachers have expressed a lot of discontent about

the absence of human resource development, poor working conditions, poor compensation and poor human relations in schools and this has caused high teacher turnover in junior high schools. Literature on motivation in schools focuses more on students and less on teachers.

The question that remains unanswered is what motivational packages are available to teachers in junior high schools and what strategy can promote teacher retention? These and other questions need to be answered. This has motivated the researcher to investigate teacher motivation and its influence on teacher's retention in Junior High Schools at Boaman Circuit in the Afigya Kwabre North District of the Ashanti Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate teacher motivation and its influence on teacher's retention in Junior High Schools in the Boaman Circuit of the Afigya Kwabre North District.

1.4 Objectives of the Study

Specifically, the study sought to:

1. find out the kind of motivational packages available to teachers in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District.

2. ascertain the level of teacher retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District.

3. identify strategies that could be used to promote teacher retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District.

1.5 Research Questions

1. What motivational packages are available to teachers in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District?

2. What is the level of teacher retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District?

3. What strategies could be used to promote teacher retention at Boaman Circuit of the Afigya Kwabre North District?

1.6 Significance of the Study

The study will be significant in the following perspectives:

The outcome of the study will add to existing literature on employee motivation and retention. The outcome of the study will also serve as a reference material for future researchers on employee motivation and retention. The findings of the study will guide heads of educational institutions to introduce appropriate motivational packages that promote employee retention to improve organizational performance.

The findings of the study will help the Ghana Education Service and other stakeholders in education to make policies that can promote teacher retention for effective teaching and learning. The findings of the study will inform teachers on the need to engage in regular training, education and development programmes to increase their confidence level to promote instruction and retention.

1.7 Delimitation of the Study

The study was conducted to investigate teacher motivation and its influence on teacher's retention in Junior High Schools in Afigya Kwabre North District. The study was delimited to only public Junior High School at Afigya Kwabre North District. Again, the respondents were also delimited to teachers as they were the ones being investigated directly.

1.8 Limitations of the Study

The study used limited sample size which did not effectively reflect the situation on teacher motivation and its influence on teacher's retention. The descriptive survey design was used for the study instead of studying the sampled population over a period of time due to time constraints. The researcher also use only questionnaire to collect data for the study and it was not possible to probe further for detailed explanation. All these were likely to affect the validity of the research findings.

1.9 Definition of Terms

Motivation strategies: being studied include; recognition, training and development, participative management, work environment, work load, effective communication, carrier development and promotion.

Motivation: the term motivation is derived from the latin word 'movere' which means ''to move" and they define motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. (Kreitner & Kinicki, 2012)

Teacher motivation: refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching.

Teacher retention: is a field of education research that focuses on how factors such as school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement.

1.10 Organization of the Study

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

Chapter Two presented the review of related literature on the topic under study. Chapter Three entailed the methodology of the study. It covered the research design, the population, sample and sampling techniques, data collection instrument, pilot testing, data collection procedure, data analysis plan and ethical considerations.

Chapter Four dealt with results and discussion of the research study. Chapter Five presents the summary of findings of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study was conducted to investigate teacher motivation and its influence on teacher's retention in Junior High Schools in Afigya Afigya Kwabre North District. The chapter presents the review of related literature on works done by other researchers on motivation. The literature is reviewed under the following sub headings: theories of motivation, concept of motivation, teacher motivation, levels of employee motivation, the role of motivation in the organisation, motivational strategies and approaches in organizations, and the nature of motivation in the public service.

2.1 Theories of Motivation

Theorists of motivation have tried a number of times to define motivation in various ways. Instinctual motivation theories lost popularity in the 1920s, when it could not stand up to scientific scrutiny (Mullins, 2005). The author is of the view that the existence of many theories shows that there are many motives which influence people's behaviour and performance.

Maslow's Theory of Hierarchy of Needs

The Needs theory as propounded by Maslow (2000) suggested that people have different levels of needs and hierarchically arranged from the basic inevitable needs to higher level needs. Though not too rigid to the hierarchy of the needs, many researchers (Mullins, 2005; Baldoni, 2015) have described it as a very important guide to the study of employee motivation. Smith (2012) summarized the five needs arranged from basic to

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highest as follows: Physiological needs – food, shelter, sex, and other bodily needs; Safety needs - security and protection from physical and emotional harm; Social needs - affection, belongingness, acceptance and friendship; Esteem needs - self-respect, autonomy, achievement, status, recognition and attention; and Self-actualization - the drive to become what one can become, including personal growth, achieving ones potential and self-fulfilment.

Smith (2012) suggested that management of institutions should put in policies, procedures and measures to contribute meaningfully toward the provision of the needs of workers to urge them perform at best. This study is underpinned by this theory propounded by Maslow. It is about the motivation of teachers in order to perform through the provision of their needs. These needs are met with some economic solutions through appreciable level of salaries and wages, security of work, friendly relations and affections. Others include autonomy, recognition, medical benefits, praise and rewards, training and development; which are known to inspire employees to work harder.

Additionally, Smith (2012) stated that delegation of work, team spirit, participatory decision process and encouraging creativity and innovation are equally motivating to enhance employee performance and retention propensity. Matters concerning teacher motivation should therefore be linked to the advances made above that teachers would be moved to work extra hard to raise performance levels of both the individual and the institution if they are well motivated by having the needs and expectations reasonably met.

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Despite the great contribution of Maslow's theory to human resource management, there seems to be little evidence for the ranking of needs which Maslow described or even the existence of a definite hierarchy. Maslow's theory has been criticized for this apparent rigidity. It is questionable whether needs can always be ranked in a simple hierarchical form. Smith (2012) questioned the validity of a rigid ordering of needs, because individuals are likely to have different priorities. Whatever the case may be, the researcher of this study is of the view that the theory is relevant to the extent that teachers have both lower and higher-ranking needs of a sort. These needs when provided adequately by school administrators and government, teachers moral to work heightens and thus may to a large extent reduce teacher turnover intentions.

Expectancy Theory

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

According to Smith (2012), employee behaviour at work depicts performance - reward characteristics. Employees have needs and expect to satisfy those needs when management put in appropriate efforts. This theory therefore assumes that teachers will be motivated to perform well if they expect that high performance should lead to the goals they value.

2.2 The Concept of Motivation
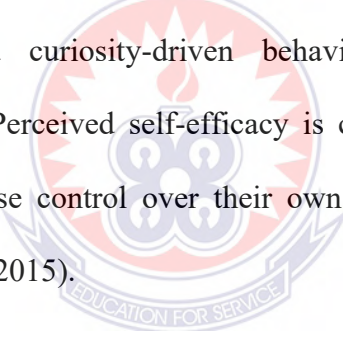
The concept of motivation and the role it plays in achieving organisational objectives have been recognise to be paramount. Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on their employees. This is particularly true because the cost of motivating employee to retain with an organization is noted to be far lower than switching cost and searching cost.

To Kreitner and Kinicki (2012), the term motivation is derived from the latin word 'movere' which means ''to move'' and they define motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Gering and Conner (2002) define motivation as the force within us that arouses, directs and sustains our behaviour. Motivation is the process of arousing, directing and maintaining behaviour towards a goal. Robbins (2015) indicated that motivation is the willingness to exert high levels of effort toward organisation goals, conditioned by the effort and ability to satisfy some individual need. Robbins and DeCenzo (2007) provided a model to explain the process of motivation that is, Employee Organisational effort exerted → goals achieved → Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organisational

goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances. Armstrong (2010) explains that motivation can take place in two ways, intrinsic and extrinsic motivation.

Intrinsic Motivation

Armstrong (2010) indicated that, intrinsic motivation centres on performing an activity for its inherent satisfactions rather than for some separable consequence. A person who is intrinsically motivated acts for the fun or challenge entailed rather than external prods, pressures, or rewards. It was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward. Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (Robbins, 2015).

According Cole (2012), intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control. Self-beliefs of efficacy play an important role in motivation. Many people motivate themselves and guide their actions by forming beliefs about what they can do. They anticipate possible outcomes of probable actions. They set goals and plan courses of action to realize valued futures. Smith (2012) stated that the individual efficacy expectations, or their beliefs that they can accomplish a given task or activity, are a major determinant of activity choice, willingness to expend effort and persistence.

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Various theories have been propounded to explain intrinsic motivation but those that were considered in this review are captured in the subsequent sections. Intrinsic motivation stems from three different forms of cognitive motivators which have their corresponding theories. The theories are attribution theory, expectancy-value theory and goal theory. Self-efficacy beliefs operate in all three; individuals who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Many researchers have acknowledged that children's ability beliefs relate to and predict positively their performance in different achievement domains (Kreitner & Kinicki, 2012; Smith 2012; Cole, 2012; Robbins, 2015).

2.3 Extrinsic Motivation

According to Ryan and Deci (2012), extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Various forms of extrinsic motivation exist, and some are impoverished and others active and useful. If students do not interpret extrinsic motivation well, they can perform actions with resentment, resistance and lack of interest or, on the other hand, if they interpret it well they can perform tasks with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In extrinsic motivation the individual feels externally propelled into action whiles in intrinsic motivation, the goal is self-endorsed and so adopted with a sense of desire.

Motivation to learn is a competence acquired through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers (Smith,

1997). Other researchers (Smith 2012; Cole, 2012; Robbins, 2015) posited that students' social motivation and their relations with teachers and peers strongly influence their academic performance and general adjustment to school. Smith further indicated that the elements of both school climate and family environment have a stronger direct impact on academic achievement. Social environment, teacher and student interactions, and peer interactions also influence academic achievement (Kreitner & Kinicki, 2012).

In a nutshell, intrinsic motivation is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment. In other words, intrinsic motivation comes from the job content that is generated from within the individual worker and extrinsic motivation also from external conditions. Others (such as management) can provide to arouse motivation for employees to enhance their attitude towards work.

Vandenabeele (2007) also define motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. On their part, Wagner and Hill, (2008) define motivation as the desire within a person causing that person to act. They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

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According to researchers like Lewis and Golembiewski (2013) and Isen and Reeve (2005), motivation is a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens and Campion (2003) also described motivation as that which energizes, directs and sustains behaviour. Maertz, Stevens and Campion explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Introducing the element of choice, Cole (2012) states that motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. Cole's definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values. Motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. Motives are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation though a personal experience, engage managers' keen attention at finding reliable links between individual motivation and effective performance and thus work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished (Cole, 2012).

It could be deduced from the discussions so far that management of organizations should be the principal agent of employee motivation. This is because management

manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to ensure future progression.

2.3 Teacher Motivation

In the words of Bennel and Akyeampong (2014), 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 teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for 'higher-order' needs, which is the basis of true job satisfaction, to be realised (Bennel & Akyeampong, 2014). Empirical research is therefore necessary to establish the extent of this problem, hence this study investigated

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teacher motivation and its influence on teacher performance and retention in Junior High Schools in the Afigya Afigya Kwabre North District of the Ashanti Region.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular of which the study area is part. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour in and outside of work, and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking (World Bank, 2014).

The 2014 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, 2014). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries of which Ghana is part. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could

well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers, especially by the media in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

A recent survey in Ghana concluded that teacher morale is reasonably high (Akyeampong, 2012). 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.

2.4 Levels of Employee Motivation

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

Jenkins and Adrian (2012) conducted study to investigate what employees may seek from the work environment. Their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation as follows: Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors

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in which their needs be located; The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals; An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled (Jenkins & Adrian, 2012). Most employees want: fair and consistent company policies in matters affecting them; management they can respect and trust; adequate working relationships with managers and co-workers; acceptable salaries and working environment; appropriate job security assurance; and favourable job status.

The other important factors that can fulfil and motivate employees are: challenging work, work that yields a sense of personal accomplishment, expression of appreciation for good performance, increased responsibility and the chance to grow in the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees. Jenkins and Adrian (2012) indicated that keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace.

Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the quality of working life will help employees to increase productivity, that is; the quantity and quality of output per hour worked. The main finding

of Jenkins and Adrian's research is that job satisfaction is based on effective management, communication, facilities, and benefits, including salaries, technologies, and future job directions.

2.5 The role of Motivation in Organisations

A motivated workforce is a great asset in the increasingly competitive and rapidly changing world of business. Motivated employees are more productive, committed and loyal to the organization, Motivation is key among the factors for effective performance and employee retention. Sharma (2013) indicate that performance is the result of ability and motivation of employees. The success of an organization depends upon how it attracts, retains, motivates and develops its employees. Thus motivation and retention act as a catalyst in achieving Quality of work life and organizational efficiency. On one hand it helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating work life balance while on the other hand increasing organizational productivity and profitability.

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

Gering and Conner (2002) emphasised that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner added that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organisation.

As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour (Sharma, 2013).

2.6 The Nature of Motivation in the Public Service

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives are guided by an intention to do well for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, "altruism" is defined as the will to enact the

fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of 'pro-social behaviour' explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003). The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry's definition of public service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In order to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele (2007) defined public service as "the belief, values and attitudes that go

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beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" (p.547). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour. This view overlooks the individual and focuses on the values framed by institutions.

According to Vandenabeele (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to "beliefs, paradigms, codes culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article "The Motivational Bases of Public Service". In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested six dimensions, namely: attraction to policy making, commitment to the public interest, civic duty, social justice, compassion and self-sacrifice of the public service management system (Maertz, Stevens, & Campion, 2003).

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Notwithstanding the growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of Public Service Motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2012). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

2.7 Motivational Strategies and Approaches

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment, work load, effective communication, carrier development and promotion. Others include empowerment, and compensation and financial packages (Robbins, 2015).

2.7.1. Recognition of Employees' Good Work Done

Robbins (2015) noted that recognising employees for the work done is one of the strategies organisations use to motivate employees. Robbins added that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for

workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done.

Employees with a strong need for social acceptance require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.7.2 Training and Development

Wan (2007) argues that in the current competitive global market, the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith as cited in Wan (2007, p. 298) defines

training as "a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities".

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

According to Gbadamosi (2002), human resource concepts such as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi further noted that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (2004) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training

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enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

Training and development satisfy personal growth needs and give employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. Meyer adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa. Training comes in different dimensions and can take the form of on or off- the job methods.

On-the job or internal training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation (Meyer, 2003). Off-the job or external training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) reported that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

2.7.3 Participative Management

Robbins (2015) posits that participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers.

Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. Gbadamosi emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently.

Torrington and Taylor (2005) indicated that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue.

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2.7.4 Working Environment

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (2001) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation.

A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a congenial environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2010).
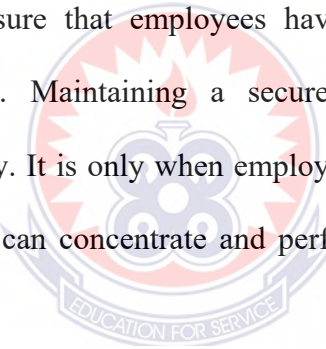
2.7.5 Work Load

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham and Locke 2019). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students' performance (World Bank, 2014).

2.7.6 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve as cited in Hannafin and Colamio (2014) defined communication as the "process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning". Nzuve states that communication serves four major functions: control, emotional expression, information and motivation.

Communication controls employees by directing them to follow their job descriptions and comply with company policies. Hannafin and Colamio (2014) stated that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly,

communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Hannafin & Colamio, 2014).

Armstrong (2010) observed that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (2004) point out that from the psychological point of view, communications have importance which goes beyond the transmission and reception of information.

2.7.7 Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive.

Opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and

necessary encouragement to apply alongside external candidates for higher positions within the organisation. (Choo & Bowley, 2007).

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development (Choo & Bowley, 2007). Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run.

An emerging concept in career development is the mentor-mentee system. Orpen as cited in Ganser (2015) defined mentoring as the process whereby managers provide informal assistance and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organisation. Successful professionals who have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organisations that have been mentioned in the past as organisations of choice in South Africa. They include organisations like Accenture, Deloitte and Trouche, Coronation Managers, Alexander Forbes and others.

Young professionals are attached to more experienced managers who help them develop realistic career goals and motivate them through guidance, counselling as well as putting the mentees through the technical aspects of the job. Mentor–mentee development programmes foster good working and interpersonal relationships and motivate the mentee to remain with his/her mentor in the organisation. These successful mentees eventually adopt the management styles of their mentors and this often leads to successful management succession.

2.7.8 Compensation and other Financial Packages

According to Kinnear and Sutherland (2001), employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. Kinnear and Sutherland remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Latham and Locke (2019) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Latham and Locke (2019) found that money was overwhelmingly the most important motivator.

Money can be considered to act as both a "scorecard" which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs Meudell and Rodham (cited in Latham & Locke, 2019). However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving. However, in organisations with low turnover, compensation was not the

reason for staying - instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower-level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argued that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low and if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed. For employees to be effectively motivated, the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclose that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges ran k among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.

It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier. In their own argument, Saari, and Judge

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(2004) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end an expensive and short-term motivator.

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

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time travelling to schools. On this note, Schalkwijk (2000) also cited this problem of residential accommodation in some of the countries of sub-Saharan Africa. Schalkwijk noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced the teachers to reside in poor houses. Teachers who fail to get institutional houses had to look for

accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

A study on difference among levels of employees in terms of rewards was researched by Maicibi and Nkata (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees.

2.7.9 Empowerment

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (2012) supported and said empowering is giving authority and liberating potentials of employees. It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (2012) continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

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Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction accountability and associated to system-wide control. Torrington, (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

To sum up, the above section articulated a practical working relationship between various motivational strategies that can assist in retention and turnover management. There is no one motivational strategy that can sustain any meaningful retention practice. It is therefore imperative for top management, HR practitioners and line managers to consider a combined strategy that will produce a comprehensive and effective retention initiative. Organisations should focus their attention on intrinsic rather than extrinsic factors in designing and implementing retention policies since motivation comes from within and not from outside. This however does not suggest that extrinsic factors such as money should not be a prominent consideration in the motivation and retention mix.

2.8 Teacher Retention and Turnover

Retention has been defined by Zineldin and Fonsson (2000) as an obligation to continue to do business or exchange with a particular company on an on-going basis‖. Retention is a voluntary move by an organisation to create an environment which engages employees for a long term (Chaminade, 2007). According to Samuel and Chipunza (2009), the main purpose of retention is to prevent the loss of competent

employees from leaving the organisation as this could have adverse effect on productivity and profitability.

One of the traditional ways of managing employee retention and turnover is through organisational reward system. This is what employees receive in exchange for their contributions to the organisation. This reward could come in form of salary, promotion, bonuses and other incentives. When the reward system is effectively managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce. If employees perceive they are inadequately rewarded, it is often likely that they will leave; and replacement can be costly and, in most cases, not readily available.

New teachers in Ghana are exiting the classrooms in alarming numbers within their first three years of teaching after completion of the Teacher Training College (Ellis, 2008). At the basic school level, the rate at which teachers leave the profession and the consequent demand for teachers continue to increase (Ellis, 2008). A national study by Ngesa (2001) reports a shortage of 40,000 trained teachers in basic schools, with 24,000 of these vacancies filled by untrained personnel. Statistics reported on new teacher attrition range from 20% leaving within the first three years of teaching to 60% leaving within the first five years. The demand for new teachers comes about primarily because teachers choose to move from or leave the teaching profession at a much higher rate than do those professionals in other occupations.

During the past few decades or more, there has been a lot of research (Ellis, 2008; Ngesa, 2001; Riggio, 2003). On how some teachers quit the profession. Majority of these

studies have stated that teachers leave the teaching profession for things that are out of their control, such as low pay and the particular administrative practices at their school. Others stated reasons such as the work environment and the work load of the teacher as factors contributing to why teachers leave the profession (Ellis, 2008).

Retention strategies are strategic approaches to reduce the incidence of turnover. It should be seen by management as a responsibility and realize that a long-term loyalty of skilled employees not a norm given the high rate of employee mobility. It is imperative for both public and private organization to devise retention strategies that will not only attract but retain skilled personnel for optimal utilization. The objective of retention strategies should be mapped out and be guided to retain committed employee. This is backed by the fact that skilled employees contribute immensely to organizational performance and success at last.

Riggio (2003) maintained that retention programmes should be motivating enough to energies employees to act, direct their behaviour towards the achievement of corporate goals and sustains the effort expanded in achieving these goals. If employees realize that their best interest is linked up with that of the organization, they remain loyal to the organization. As cited by Smith and Cronje (2000), factors that enhance retention practices include salary and other financial benefits, education, training and development, and working atmosphere and environment.

Jacobson (2008) also posited that every employee has a need to be commended and recognised, and the more often they get it the better. Supervisors are in a better position to commend and recognise employee performance. In order to make employee

recognition more effective, it is crucial that managers strategically tie recognition results with employee performance and reward employees for great achievements in a timely manner and to use a wider menu of options for employee recognition. Heathfield (2008) suggests that organisations should prioritise employee recognition to create a positive, productive and innovative organisational climate. Organisations must provide employee recognition even if it is saying "Thank You" and to encourage more of the actions and thinking known to contribute to the success of the organisation.

According to Heathfield (2008), people who feel appreciated are more positive about themselves and their ability to contribute. Employees with positive self-esteem are potentially organisation's best employees. The more organisations celebrate employee's achievements through day-to-day gestures of appreciation or through formal corporate and organisational recognition activities, the more employees will contribute to the achievement of organisational goals. According to Nelson and Sassi (2003), organisations get what they reward. Research shows that human behaviour is shaped by its consequences, and that one of the most powerful ways to enhance employee performance is by providing positive consequences for that performance.

If an organisation notices, recognises and rewards specific behaviour or performance, that behaviour will tend to be repeated and reinforced. A fundamental reason for the use of recognition is that it has a positive impact on the retention of employees. Nelson and Sassi (2003) found evidence to support the link between employee recognition and its impact on employee attraction and retention, and suggests that when organisations are building a business case to support recognition, it is

important to make a connection between employee recognition and its impact on employee attraction and retention.

2.9 Conceptual Framework

Employee motivation sounds inevitable as organizations seek to develop formidable workforce to increase productivity and success. Human resource managers in institutions therefore strive to adopt varieties of motivational strategies to ensure organizational growth as they win the heart of employees to remain and work productively towards organizational goals. In this study, the researcher holds the view that teachers could be influenced by high levels of motivation which arouses their morale, commitment and dedication to perform excellently at work and erodes turnover propensities. The conception then follows that motivation, intrinsic or extrinsic, monetary or non-monetary has the capability of inducing teachers' motivation (the independent variable) which invariably influences teachers' intention to stay with the institution with the least consideration for exit. The conceptualization for this study has been summarized in Figure 2.1.

Figure 2.1 Research Conceptualization

Dependent Variable

Intrinsic Variables	Teacher Retention	Extrinsic Variables

Empowerment

Participative Management

Work Environment

 Work Load

Effective Communication

Independent Variable

Teacher Motivation

Recognition

Training and Development

Carrier growth and Promotion Opportunity

Compensation and Other Fin. Packages
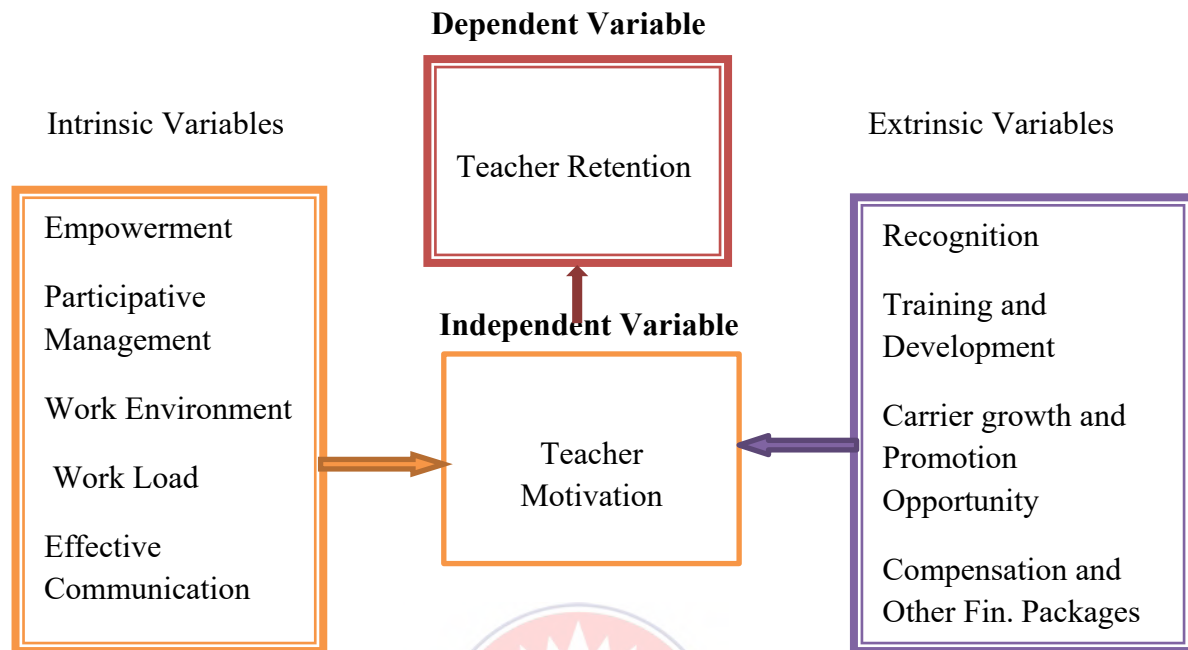
Source: Researcher's Construct, 2021

2.10 Summary of Literature Review

The literature was reviewed on theories of motivation that talks about Maslow's theory of hierarchy of needs and expectancy theory. The review also included concept of motivation and the role it plays in achieving organisational objectives, teacher motivation being intrinsic motivation and extrinsic motivation, levels of employee motivation, the role of motivation in the organisation, motivational strategies and approaches in organizations, and the nature of motivation in the public service.

The literature revealed that motivational packages were the availability of regular training and education programmes, conducive and congenial physical working environment, participatory decision making among others.

Also, motivation enabled teachers to be regular and punctual to school to improve performance, acted as a catalyst in achieving quality of work life and organizational efficiency in the teaching and learning process, helped to reduce job insecurity, stress, increasing job satisfaction for teachers to have commitment in the teaching and learning process, provided teachers with professional needs to be abreast with time and also created a productive atmosphere for teaching and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Methodology is the procedures to derive reliable and valid answers to the research questions (Leedy & Ormrod, 2005). The chapter entailed the methodology of the study. It covers the research design, the population, sample and sampling techniques, data collection instrument, pilot testing, data collection procedure, data analysis plan and ethical considerations.

3.1 Research Design

The descriptive survey design was used for the study to investigate teacher motivation and its influence on teacher's retention in Junior High Schools. The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Creswell, 2019). Descriptive survey design was considered as the most appropriate for conducting the study because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing (Gay &Airasian, 2003). The advantage of the descriptive survey design is that it provides more information from a large number of respondents.

The descriptive survey design is not without demerits. One weakness of descriptive survey design was the danger of prying into private affairs of respondent and the difficulty in assessing the clarity and precision of the question that would call for the desired responses (White, 2005).

3.2 Population

Creswell (2019) defines population as a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained (Kusi, 2012).

The target population for the study was all 352 teachers in the 28 Junior High Schools in the Afigya Kwabre North District. The accessible population for the study consisted of all the 128 teachers in the 10 Junior of High Schools in the Boaman Circuit of the Afigya Kwabre North District.

3.3 Sample and Sampling Technique

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Babbie and Button (2001) also define sampling as the process of selecting a sample from the entire population. To get an appropriate sample for the study, the list of all the head teachers and teachers in the 10 junior high schools in the Boaman Circuit was obtained from the Afigya Kwabre North District Director of Education.

Simple random sampling technique was used to select 64 teachers from the 10 junior high schools for the study. Simple random sampling is a probability sampling techniques usually adopted in survey and experimental research strategies. Purposive sampling was used to select the junior high schools.

The lottery method of the simple random sampling was used to select the 64 teachers for the study. In the process, 64 pieces of papers with the inscription 'YES'

and another 64 pieces of papers with the inscription 'No' were folded for the teachers to pick and those who picked "YES" participated in the study. A total of 64 respondents formed the sample size for the study.

3.5 Data Collection Instrument

According to Leedy and Ormrod (2005), a research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data. Questionnaire is an instrument designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research (White, 2005). The researcher used closed ended questionnaire to collect data for the study.

The researcher used closed ended items since it is easier to administer on a large population. Questionnaires also require less time and money as compared to other methods like focus group discussions (Creswell, 2019).

The questionnaire was divided into four sections. Section A presented demographic information from respondents. Section B solicited information on motivational packages available for teachers in Junior High Schools. Section C solicited information on influence of these motivational packages on teachers' job performance in Junior High Schools while section D solicited information on the best motivational packages that promote teacher retention. The items were measured on a 4-point Likert scale of strongly agree (4), Agree (3), Disagree (2), and Strongly disagree (1).

3.6 Validity of the Instrument

Validity is the degree to which a research instrument measures what it is supposed to measure The researcher tested face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted (Bell, 2008). To attain faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity refers to whether an instrument adequately covers all the topics concerned (Gall, Gall & Borg 2007). Content validity was achieved when the supervisor found out whether the instrument adequately covered all the research questions and hypotheses. The supervisor founds out whether the items measure specific construct. The validity test enables the researcher to reframe and delete those items which were found to be ambiguous and misleading.
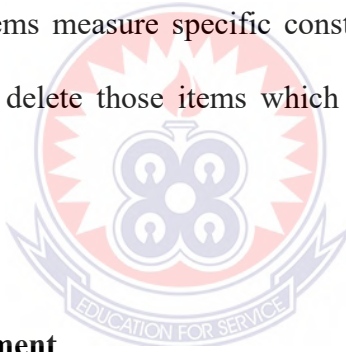
3.7 Pre-ting of the Instrument

The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

To determine the reliability of the questionnaire, 30 questionnaires were administered to 30 respondents selected randomly from three junior high schools of the Ahenkro circuit which was not part of the study area but had similar characteristics as the study area during the pilot study. Almost all the items in the questionnaire have multiple

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scores and therefore, the Cronbach Alpha was considered appropriate to use. Ary Jacobs, Rezzavieh and Sorensen (2006) said that Cronbach Alpha is used when items have multiple scores. The pilot test yielded Cronbach Alpha of 0.79. The pre-test helped the researcher to make necessary changes to items which were inappropriate, and also ascertain the level of ambiguity of the questions. The necessary corrections were made in the final draft.

3.8 Data Collection Procedure

The researcher sought permission from the Afigya Kwabre North District Director of Education for an authorization to conduct the study with an introduction letter from the Head of Department of Educational Leadership of the university. The researcher was given the go ahead to conduct the study and thereafter visited the schools to brief the various heads about the study. This was done to enable the researcher gain access to the teachers. The researcher explained the purpose of the study to the teachers and also established cordial relationships with the teachers to enable them feel comfortable in responding to the questionnaire. The researcher availed herself to explain items which were not clear.   after which the questionnaire was administered to the teachers. The questionnaire was collected from the respondents after two weeks.

3.8 Data Analysis Plan

Raw data obtained from a research study unless transformed for the purpose for which they were intended, would be rendered useless (Emory & Cooper, 2003). Data

analysis usually involves reducing the raw data into manageable size, developing summaries and applying statistical inferences.

The data were cleaned with an aim of identifying mistakes and errors which may have been made and blank spaces left unfilled. The data were then computed and analysed descriptively with the help of Statistical Package for Social Sciences version 20.0 (SPSS). The data collected were analysed and presented with the use of tables, frequencies and percentage to answer all the research questions.

3.9 Ethical Considerations

Ethical issues were necessary for the purpose of ensuring the privacy as well as the security of the participants. The researcher explained the intent and purpose of the study personally to the respondents, although the questionnaire itself contained a request for respondents' cooperation in providing the required information for the study.

The respondents were assured of confidentiality of the information they would provide and that the outcome of the study would be used for academic purposes only. Respondents were also assured of their anonymity as they were not required to write their names on the questionnaire and that they could withdraw from taking part in the study if they so wish. The respondents were not forced in any way to participate in the study. The respondents willingly participated in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The chapter presents the analysis and interpretation of the data gathered through the administration of questionnaires to the respondents. The chapter is organized and presented in relation to the research questions of the study.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents which include gender, age educational qualification and teaching experience are shown in Tables 4.1- 4.4.

Table 4.1: Gender of Respondents

Variable	Frequency	Percentage
Male	38	59
Female	26	41
Total	64	100

Source: Field Data 2022

Table 4.1 shows that 59% majority of the respondents were males while 41% of the respondents were females, meaning that more males took part in the study than females.

Age of respondents was also examined. The result is presented in Table 4.2.

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Table 4.2: Age of Respondents

Variable	Frequency	Percentage (%)
21-30 years	12	19
31-40 years	14	22
41-50 years	20	31
51-60 years	18	28
Total	64	100

Source: Field Data, 2022

Table 4.2 indicates that 19% of the respondents were in the age group of 21-30 years, 22% of the respondents were in the age group of 31-40 years, 31% of the respondents were in the age group of 41-50 years while 28% of the respondents were in the age group of 51-60 years. The result means that majority of the respondents are in the age group of 41-50 years.

Highest educational qualification of respondents was examined to know the level of respondents' education. The result is shown in Table 4.3.

Table 4.3: Highest Educational Qualification of Respondents

Variable	Frequency	Percentage (%)
Diploma	12	19
Bachelor's Degree	32	50
Master's Degree	20	31
Total	64	100

Source: Field Data 2022

Table 4.3 shows that 19% of the respondents were Diplomates, 50% of the respondents had the Bachelor's Degree while 31% of the respondents had the Master's Degree. The result means that all the respondents are professional teachers who have the requisite certificates to provide rich information for the success of the study.

Teaching experience of respondents was also examined to know respondents' length of service. The result is shown in Table 4.4.

Table 4.4: Teaching experience of Respondents

Variable	Frequency	Percentage (%)
1-5 years	10	16
6-10 years	16	25
11-15 years	18	28
Above 16 years	20	31
Total	64	100

Source: Field Data 2022

Table 4.2 indicates that 16% of the respondents had been in the teaching service for between 1-5 years, 25% of the respondents had been in the teaching service for between 6-10 years, 28% of the respondents had been in the teaching service for between 11-15 years while 31% of the respondents had been in the teaching service for between 16 years and above. The result means that the respondents are experienced teachers taking part in the study.

4.2 Analysis of the Main Data

Research Question 1: What are the motivational packages available for teacher in Junior High School in the Afigya Kwabre North District?

The respondents were asked to indicate their agreement or disagreement with the following statements on motivation packages available for teachers. The result is presented in Table 4.5.

Table 4.5: Motivational Packages Available for Teacher

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Mean	Total N (%)
Regular Training and education programmes	20(31)	18(28)	14(22)	12(19)	2.7	64 (100)
Conducive and congenial physical working environment	20(31)	28(44)	16(25)	-	3.1	64 (100)
Participatory decision making	25(39)	25(39)	14(22)	-	3.2	64 (100)
Recognition and reward for performance	22(34)	16(25)	12(19)	14(22)	2.7	64 (100)
Compensation and other financial packages	22(34)	14(22)	12(19)	16(25)	2.7	64 (100)
Opportunities for education, training and development	22(34)	26(41)	16(25)	-	3.1	64 (100)
Overall mean					**2.9**	

Source: Field Data 2022

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Table 4.5 indicates that 31% of the respondents strongly agreed that regular training and education programmes was one of the motivational packages available for teachers in the study area, 28% of the respondents agreed, 22% of the respondents disagreed while 19% of the respondents strongly disagreed. The result means that regular training and education programmes is a motivational package available for teachers. The result is in line with Gbadamosi's (2002) assertion that the need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency (Gbadamosi, 2002).

Also, 31% of the respondents strongly agreed that conducive and congenial physical working environment was one of the motivational packages available for teachers in the study area, 44% of the respondents agreed while 25% of the respondents disagreed. The result means that conducive and congenial physical working environment is a motivational package available for teachers. The result is in tandem with Armstrong's (2010) statement that motivation flourishes in a good and safe working environment. A safe environment free from any danger will make employees secure. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities.

Besides, 39% of the respondents strongly agreed that participatory decision making was one of the motivational packages available for teachers in the study area, 39% of the respondents agreed while 22% of the respondents disagreed. The result means

that participatory decision making is a motivational package available for teachers. The result agrees with Gbadamosi's (2002) assertion that when employees participate fully in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out and therefore implement them with passion and confidence for its success.

Further, 34% of the respondents strongly agreed that recognition and reward for performance was one of the motivational packages available for teachers in the study area, 25% of the respondents agreed, 19% of the respondents disagreed while 22% of the respondents strongly disagreed. The result means that recognition and reward for performance is a motivational package available for teachers. The result corroborates Robbins's (2015) statement that recognising employees for good work done is one of the strategies to motivate employees in organizations and educational institutions. Employee recognition and reward programmes is used by employers to express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job (Robbins, 2015).

Furthermore, 34% of the respondents strongly agreed that compensation and other financial packages was one of the motivational packages available for teachers in the study area, 22% of the respondents agreed, 19% of the respondents disagreed while 25% of the respondents strongly disagreed. The result means that compensation and other financial packages is a motivational package available for teachers. The result is in conformity with Kinnear and Sutherland's (2001) assertion that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive.

This remark by Kinnear and Sutherland underscores the importance of money in attracting, motivating and retaining quality employees in the organisation. In support, Locke (1980) revealed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign and that money was overwhelmingly the most important motivator.

Finally, 34% of the respondents strongly agreed that opportunities for education, training and development was one of the motivational packages available for teachers in the study area, 41% of the respondents agreed while 25% of the respondents disagreed. The result means that opportunities for education, training and development are a motivational package available for teachers in the study area. The result is consistent with Gbadamosi's (2002) statement that training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for teachers and staff of educational institutions.

The means of all the items were closed to 3. The mean of item 3 was the highest with the means of items 1, 4 and 5 being the same and the lowest. With the overall mean of 2.9, it could be that the most of the respondents agreed that there was an availability of teacher motivational package.

Research Question 2: What is the level of teacher retention in Junior High School in the Afigya Kwabre North District?

Respondent were asked to indicate their level of agreement or disagreement with the following statements on level of teacher retention. The result is shown in Table 4.6.

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Table 4.6: Level of Teachers Retention

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Mean	Total N (100)
My salary is paid on time to boost my morale to stay in the teaching profession	23(36)	29(45)	12(19)	-	3.2	64 (100)
I am recognised and appreciated for good performance and that motivates me to remain in the teaching profession.	22(34)	28(44)	14(22)	-	3.1	64 (100)
I am provided with a serene work environment which motivates me to remain in the teaching profession	20(31)	22(34)	12(19)	10(16)	2.8	64 (100)
I am provided with professional development needs to increase my confident level to remain on the job	36(56)	28(44)	-	-	3.6	64 (100)
My views are appreciated and respected in the decision making process and that motivates me to stay in the teaching profession	26(41)	20(31)	18(28)	-	3.1	64 (100)
I have promotion opportunities which increases my interest to remain in the teaching profession	23(36)	17(27)	16(25)	8(12)	2.9	64 (100)
There is teacher collegiality that help to improve my competency level in the teaching and learning process to stay in the teaching profession	24(37)	26(41)	14(22)	-	3.2	64 (100)
I am provided with adequate incentives and reward system which boost my morale to remain in the teaching profession	16(25)	20(31)	18(28)	10(16)	2.7	64 (100)
Overall mean					**3.1**	

Source: Field Data 2022

Table 4.6 indicates that 36% of the respondents strongly agreed that their salaries were paid on time to boost their morale to stay in the teaching profession, 45% of the respondents agreed while 19% of the respondents disagreed. The result means that

teachers' salaries are paid on time to boost their morale to stay in the teaching profession. The result is in tandem with Smith and Cronje's (2000) assertion that factors that enhance retention practices include prompt salary payment and other financial benefits.

Also, 34% of the respondents strongly agreed that they were recognised and appreciated for good performance and that motivated them to remain in the teaching profession, 44% of the respondents agreed while 22% of the respondents disagreed. The result means that teachers are recognised and appreciated for good performance and that motivates them to remain in the teaching profession. The result agrees with Heathfield's (2008) position that people who feel appreciated are more positive about themselves and their ability to contribute. The more organisations celebrate employee's achievements through day-to-day gestures of appreciation or through formal corporate and organisational recognition activities, the more employees will stay and contribute to the achievement of organisational goals.

Besides, 31% of the respondents strongly agreed that they were provided with serene work environment which motivated them to remain in the teaching profession, 34% of the respondents agreed, 19% of the respondents disagreed while 16% of the respondents strongly disagreed. The result means that teachers are provided with serene work environment to motivate them to remain in the teaching profession. The result is in line with Ellis' (2008) statement that reasons such as the work environment and the work load of the teacher are some of the factors contributing to why teachers leave the profession, therefore the provision good work environment attract teachers to be retained.

Again, 56% of the respondents strongly agreed that they were provided with professional development needs to increase their confident level to remain on the job while 44% of the respondents agreed. The result means that teachers are provided with professional development needs to increase their confident level to remain on the job. The result is in tandem with Choo and Bowley's (2007) assertion that factors that enhance retention practices include training and professional development. Heads should therefore focus on helping teachers progress in their career and encourage their professional development.

Further, 41% of the respondents strongly agreed that their views were appreciated and respected in the decision making process and that motivated them to stay in the teaching profession, 31% of the respondents agreed while 28% of the respondents disagreed. The result means that teachers' views are appreciated and respected in the decision making process and that motivates them to stay in the teaching profession. The result is in line with Torrington's (2002) assertion that teachers' involvement in decision-making process, develops motivation, job satisfaction level and retention. This in effect generates energy in workplace to do their work efficiently and effectively.

Again, 36% of the respondents strongly agreed that they have promotion opportunities which increased their interest to remain in the teaching profession, 27% of the respondents agreed, 25% of the respondents disagreed while 12% of the respondents strongly disagreed. The result means that teachers have promotion opportunities which increase their interest to remain in the teaching profession. The result is in conformity with Choo and Bowley's (2007) assertion that when employees have the opportunity to be promoted, they tend to build their career life around the organisation because they

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know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development.

Furthermore, 37% of the respondents strongly agreed that there was teacher collegiality that helped to improve their competency level in the teaching and learning process to stay in the teaching profession, 41% of the respondents agreed, while 22% of the respondents disagreed. The result means that there is teacher collegiality that helps to improve teachers' competency level in the teaching and learning process to stay in the teaching profession. Teacher collegiality encourages team building to improve teachers' self-efficacy levels.

Finally, 25% of the respondents strongly agreed that they were provided with adequate incentives and reward system which boosted their morale to remain in the teaching profession, 31% of the respondents agreed, 28% of the respondents disagreed while 16% of the respondents strongly disagreed. The result means that teachers are provided with adequate incentives and reward system which boost their morale to remain in the teaching profession. The result confirms Samuel and Chipunza's (2009) statement that one of the ways of managing employee retention and turnover is through organisational reward system. When the reward system is effectively managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce. If employees perceive they are inadequately rewarded, it is often likely that they will leave; and replacement can be costly and, in most cases, not readily available.

The mean score for item 3 was the lowest with the mean of item 4 being the highest. With the mean scores, it could be agreed that all the items measure the level of teacher retention. The overall mean was 3.1 meaning the level of teachers retention was high.

Research Question 3: What Strategies could be used to promote teacher retention?

Respondent were asked to indicate their agreement or disagreement with the following statements on motivational strategies that could be used to promote teacher retention. The result is presented in Table 4.7.

Table 4.7: Strategies to Promote Teacher Retention

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Total N (%)	Mean
Provision of regular in service training	30(47)	20(31)	14(22)	-	64 (100)	3.3
Availability of safe working environment	28(44)	24(37)	12(19)	-	64 (100)	3.3
Involvement of teachers in decision making	34(53)	30(47)	-	-	64 (100)	3.5
Presence of reward systems for outstanding performance	26(41)	22(34)	16(25)	-	64 (100)	3.2
Recognition of teachers good works	27(42)	15(23)	10(16)	12(19)	64 (100)	2.9
Respect for teachers contributions	22(34)	18(28)	14(22)	10(16)	64 (100)	2.8
Availability of continuous professional development	20(31)	28(44)	16(25)	-	64 (100)	3.1
Overall mean						**3.2**

Source: Field Data 2022

Table 4.7 shows that 47% of the respondents strongly agreed that provision of regular in service training was one of the strategies that could promote teacher retention, 31% of the respondents agreed while 22% of the respondents disagreed. The result means that provision regular in service training is a strategy that could promote teacher retention. The result is in line with Wan's (2007) statement that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Also, 44% of the respondents strongly agreed that availability of safe working environment was one of the strategies that could promote teacher retention, 37% of the respondents agreed while 19% of the respondents disagreed. The result means that availability of safe working environment is a strategy that motivates teachers to be retained. The result is consistent with Armstrong's (2010) statement that motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation.

A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a congenial environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and

their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2010).

Besides, 53% of the respondents strongly agreed that involvement of teachers in decision making was one of the strategies that could promote teacher retention while 47% of the respondents agreed. The result means that involvement of teachers in decision making is a strategy that could promote teacher retention. The result agrees with Gbadamosi's (2002) statement that employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently.

Again, 41% of the respondents strongly agreed that presence of reward systems for outstanding performance was one of the strategies that could promote teacher retention, 34% of the respondents agreed while 25% of the respondents disagreed. The result means that presence of reward systems for outstanding performance is a strategy that could promote teacher retention. The result is in consonance with Amar's (2004)

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statement that for employees to be effectively motivated, the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives.

Moreover, 42% of the respondents strongly agreed that recognition of teachers' good works was one of the strategies that could promote teacher retention, 23% of the respondents agreed, 16% of the respondents disagreed while 19% of the respondents strongly disagreed. The result means that reward for teachers' good works is a strategy that could promote teacher retention. The result is in conformity with Robbins' (2015) assertion that recognising employees for the work done is one of the strategies organisations use to motivate employees. Employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done.

More so, 34% of the respondents strongly agreed that respect for teachers contributions was one of the strategies that could promote teacher retention, 28% of the respondents agreed, 22% of the respondents disagreed while 16% of the respondents strongly disagreed. The result means that respect for teachers' contributions is a strategy that could promote teacher retention.

Finally, 31% of the respondents strongly agreed that availability of continuous professional development was one of the strategies that could promote teacher retention, 44% of the respondents agreed while 25% of the respondents disagreed. The result means

that availability of continuous professional development is a strategy that could promote teacher retention. The result agrees with Choo and Bowley's (2007) assertion that career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive.

The highest mean score was for item 3 and it was 3.5 and the least mean score was 2.8 and it was for item 7. The total mean score was 3.1. This means that majority of the respondents agreed that the strategies that could promote teacher retention was high.
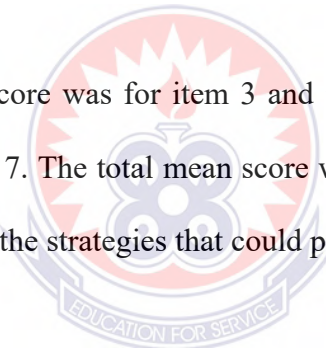
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECCOMMENDATION

5.0 Introduction

The chapter comprises the summary of the study findings, conclusions, recommendations and suggestions for further study.

Summary

The purpose of the study was to investigate teacher motivation and its influence on teacher's retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District. The objectives of the study were to find out motivational packages available to teachers in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District, ascertain the level of teachers job performance in Junior High Schools at Boaman Circuit of the Afigya Kwabre North District and to identify motivational strategies that could promote teacher retention.

The descriptive survey design was adopted for the study using the quantitative approach. The population for the study consisted of all the 128 teachers of the 10 Junior of High Schools at Boaman Circuit of the Afigya Kwabre North District. Simple random sampling technique was used to select teachers of junior high schools. The sample of 64 teachers was used. The researcher used questionnaire to collect data for the study. The reliability test yielded Cronbach Alpha of 0.79. Data were analysed descriptively with the help of Statistical Package for Social Sciences version 20.0 (SPSS) and presented with the use of tables, frequencies and percentage to answer all the research questions.

5.2 Key Findings

The study revealed that the motivational packages available for teachers were participatory decision making, recognition and reward for performance, compensation and other financial packages, opportunities for education, training and development.

On the level of teacher retention, the study revealed that the mean for providing teachers with professional development needs to increase their confident level to remain on the job was the highest at 3.6 and an overall mean of 3.1. The study therefore indicated that with the overall mean of 3.1, the level of teacher retention was high.

The study finally revealed that strategies that could promote teacher retention were provision of regular in service training, availability of safe working environment, involvement of teachers in decision making, presence of reward systems for outstanding performance, recognition of teachers good works, respect for teachers contributions and availability of continuous professional development.

5.3 Conclusions

It is concluded based on the findings that motivational package available to teachers in Junior High Schools at Afigya Kwabre North District was participatory decision making. This would boost teachers' confidence and interest to be committed and stay in the profession to perform in the teaching and learning process for the success of the school.

The factors that motivated teachers to be retained in the teaching profession include salaries paid on time, recognition and appreciation for good performance, provision of professional development needs to increase their confident level and teacher

collegiality that helped to improve their competency level. It is concluded that with the overall mean for these items on the level of teacher retention being 3.1, the level of teacher retention was high. This is laudable in the teaching and learning environment as valuable and productive teachers are basically maintained and retained.

It is also concluded that motivational strategies that could be used to promote teachers' retention.. This would go a long way to further improve teachers' performance and retention in Junior High Schools of the Afigya Kwabre North District.

5.4 Recommendations

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

1. The Afigya Kwabre North District Director of Education should appeal to heads to involve teachers in decision making to sustain teachers' interest to perform and remain in the teaching service.

2. The Ghana Education Service should recognize and appreciate teachers who perform above average to boost their morale to perform in the teaching and learning environment.

3. The Afigya Kwabre North District Director of Education should ensure that strategies that promote teacher retention as revealed by the study is implemented for teachers to enable them perform better for the success of education.

5.5 Suggestion for Further Study

This study was conducted to investigate teacher motivation and its influence on teacher's retention in Junior High Schools at Boaman Circuit of the Afigya Kwabre

North District. Further study should therefore be conducted in Junior High Schools in the remaining metro, municipals and districts of the Ashanti Region.

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

QUESTIONNAIRE FOR RESPONDENTS
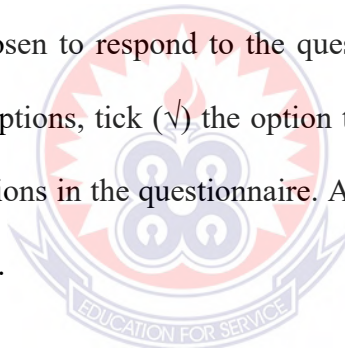
Dear respondent,

The researcher is a student of the Akenten Appiah Menka University of Skills Training and Entrepreneurial Development-Kumasi conducting this research on the influence of motivation on teachers performance and retention in partial fulfillment for the award of Master's Degree in Educational Leadership. This questionnaire seeks to solicit views on the influence of motivation on teachers' job performance and retention.

You have been chosen to respond to the questions as frankly as possible. You have been provided with options, tick (√) the option that you consider most appropriate. Please respond to all questions in the questionnaire. All information given will be treated with utmost confidentiality.

Yours sincerely,

RICHARD KWAME BOAKYE

(Post Graduate Student)

APPENDIX

QUESTIONNAIRE FOR RESPONDENTS

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

SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

  a).   21- 30   [ ]

  b).   31- 40   [ ]

  c). 41- 50   [ ]

  d). 51- 60   [ ]

1. What is your sex?

  a). Male   [   ]

  b). Female   [   ]

3. What is your highest educational qualification?

   a). Diploma   [ ]

   b). Bachelor's Degree [ ]

   c). Master's Degree   [ ]

5. For how many years have you been teaching?

  a) 1-5 years   [   ]

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b) 6-10 years   [ ]

c) 11-15 years   [ ]

d) 16 years and above [ ]

6. How long have you been in the service?

1 – 5 years   [ ]

6 – 10 years   [ ]

11 – 15 years   [ ]

16 years and above [ ]

21 years and above [ ]

SECTION B: TEACHER MOTIVATIONAL PACKAGES AVAILABLE

This part of the questionnaire contains items that seek to find out motivational packages available for teachers in Junior High Schools in the Afigya Kwabre North District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
1.	Regular Training programmes				
2.	Conducive and congenial physical working environment				
3.	Participatory decision making				
4	Recognition and reward for performance				

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5	Compensation and other financial packages				
6	Opportunities for education, training and development				

Others (specify)…………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………….

SECTION C: LEVEL OF TEACHER RETENTION

This part of the questionnaire contains items that seek to find out level of teacher retention in Junior High Schools in the Afigya Kwabre North District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
1.	My salary is paid on time to boost my morale to stay in the teaching profession				
2.	I am recognised and appreciated for good performance and that motivates me to remain in the teaching profession.				
3.	I am provided with a serene work environment which motivates me to remain in the teaching profession				
4.	I am provided with professional development needs to increase my confident level to remain on the job				
5	My views are appreciated and respected in the decision making process and that motivates me to stay in the teaching profession				
6	I have promotion opportunities for promotion which increases my interest to remain in the teaching profession				

7	There is teachers collegiality that help to improve my competency level in the teaching and learning process to stay in the teaching profession				
8	I am provided with adequate incentives and reward system which boost my morale to remain in the teaching profession				

Others(specify)………………………………………………………………………

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…………………………………………………………………………………….
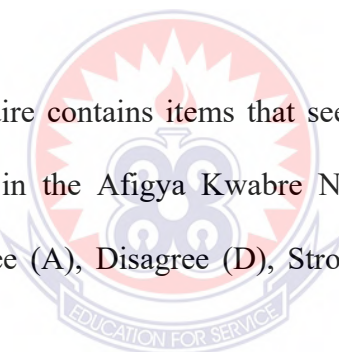
SECTION D: STRATEGIES THAT COULD PROMOTE TEACHER RETENTION

This part of the questionnaire contains items that seek to find out strategies that could promote teacher retention in the Afigya Kwabre North District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your [[[choice.

	Statement	SA	A	D	SD
1.	Provision of regular in service training				
2.	Availability of safe working environment				
3.	Involvement of teachers in decision making				
4	Presence of reward systems for outstanding performance				
5	Recognition of teachers good works				
6	Respect for teachers contributions				
7	Availability of continuous professional development				

Others(specify)………………………………………………………………………………

………………………………………………………………………

……………………………………………………………………………………