

UNIVERSITY OF EDUCATION, WINNEBA

ASSESSMENT OF JOB SATISFACTION AND TEACHER MOTIVATION
AMONG SENIOR HIGH SCHOOL TEACHERS IN NKORANZA NORTH
DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, PHILIP ADU, declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for Supervision of project report as laid down by the University of Education, Winneba.

SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE

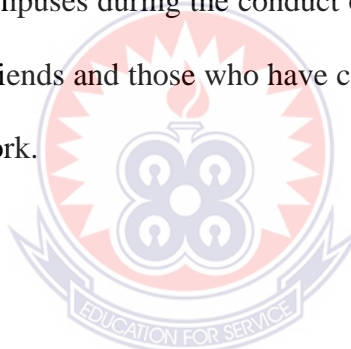
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The success of this study extremely depends on my Most High God (EL-Elyon) because He gave me spiritual and physical direction, strength, knowledge and understanding to synthesize my ideas.

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DEDICATION

To my lovely children Joyce Adu, Clifford Adu, Godylove Adu, and Lordina Adu



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LIST OF ABBREVIATIONS

ERP	Education Reform Policy
OECD	Organization for Economic Co-operation and Development
GNAT	Ghana National Association of Teachers
GHAJET	Ghana Journal of Education and Teaching
GES	Ghana Education Service
MOE	Ministry of Education
QWL	Quality of Work Life
OCB	Organization Citizenship Behaviour
PSE	Post Secondary Education
HND	Higher National Diploma
NCES	National Centre for Educational Statistics
UNESCO	United Nation Educational Scientific and Cultural Organization
TLM	Teaching and Learning Material
ICT	Information Communication Technology

ABSTRACT

Job satisfaction and teacher motivation are concerned for educational leaders and managers because teachers' job satisfaction and motivation have significant effect on both teachers and student performance. The purpose of this study was to assess the levels of job satisfaction, teacher motivation and to explore the factors that affect job satisfaction, teacher motivation and effectiveness among teachers of Nkoranza North Senior High Schools. Descriptive survey design was used. The population for the study was teachers of Busunya Senior High School and Yefriman Senior High School. Stratified random sampling technique was used to select the sample size of 59 from the population of 70 teachers. Structured questionnaire was used to solicit the data. The data were discussed and analyzed by using frequencies and percentages. The study revealed that the respondents were dissatisfied with their professional growth and development and present salaries. It was also found out from the study that, teacher attrition and poor academic performance in Nkoranza North Senior High Schools were as a result of low salaries received, poor condition of service and unavailability of resources. Some recommendations were raised that: government should increase teachers' salaries, create opportunity for professional growth and development. Also, benefits and incentives should be equally distributed among public sector workers as well as provision of teaching and learning materials (TLMs).

CHAPTER ONE

INTRODUCTION

This chapter seeks to elaborate the research work which deals with the background to the study, statement of the problem, purpose of study, specific objectives, research questions, significance of the study, limitation, delimitation and the organization of the study.

1.1 Background to the Study

Education, we are told, is the keystone in national development and that the quality of education in any society determines the quality of life of the people. No development can take place without education. According to Teferra and Greijn (2010), education is the fundamental driver of the knowledge economy. Robinson as cited in Ankomah and Amoako – Essien (2000) indicated that teachers are immense importance for development and socio – cultural progress. They can crush the threat of abject poverty, ignorance and superstition that have engulfed most developing countries.

Viewed from this perspective then, the role of teachers in National development cannot be swept under the carpet. It can be said that the effectiveness of any educational programme or change is determined to a large extent by the calibre of teachers.

If the afore – mentioned is true of the teacher then one is tempted to ask why teachers in Nkoranza North Senior High Schools and Ghana as a whole are not motivated to be satisfied with the job in order to be accorded high status in the society.

In every society, occupational categories and groups are accorded different places or statuses in their social hierarchy. Among other factors that determined the

status of an occupation relative to other occupation are; the history of the profession; the level of remuneration and general working condition; the prestige and social influence exerted by members of the profession.

Historically, teachers have enjoyed a status lower than other profession such as lawyers, doctors, engineers etc due to lack of motivation and job satisfaction. In many African countries today, teaching is not given a high status on the social stratification ladder.

This can be partly explained by history. Those who brought formal education to Africa made us to understand that, the reward of teachers was in heaven; as a result, people considered the job to be the work of God.

However, an individual undertakes a particular job because of remuneration he/she gets for the services rendered. In a whole, if people are rewarded for the services rendered, it motivates them to work harder. Even Article 23 section 3 of the United Nations Universal Declaration on Human Rights indicates that it is the right of everyone who works to have a just and favourable remuneration that will ensure for him and his family, an existence worthy of human dignity. (The United Nations, 1998) cited in Ankomah and Amoako-Essien (2002).

In Ghana, the Educational Reforms Policy (ERP), (2007) was geared towards achieving specific objectives such as: the acquisition, development and inculcation of proper values orientation for the survival of the individual and society, development of the intellectual capacities of individuals to understand and appreciate their living environments. Upon afore-mentioned Educational Reforms significant objectives, many schools in Ghana are endured with a lot of challenges of which Nkoranza North Senior High Schools are not left out. Such challenges are: physical structure of the school, large class size, inadequate funding, etc.

This brought about two synonymous words “motivation” and “job satisfaction” to be discussed but they are connotatively different in meaning. Mankoe (2007) said motivation may be viewed as a causative factor, an incentive or drive for job performance. It may also be explained as the process of moving oneself and others to work towards the attainment of individual and organization objectives.

Motivation in this sense usually applies to the attempts of organization to get workers to put in more efforts. It also applies to the influence of the family and society in general in teaching individuals to value and seek certain rewards- status, money or family – through certain behaviours i.e. productive work, marriage (Introduction to Organizational Behaviour BPP 1990: 44)

“Job satisfaction is defined as a positive feeling about one’s job resulting from an evaluation of its characteristics. Typical factors that would be included are the nature of the work, present pay, promotion opportunities and relations with fellow employees.” (Robbins, Judge, Millet and Water – Marsh 2008: 84)

It is based on this background that the researcher finds it necessary to assess job satisfaction and teacher motivation in Senior High Schools in Nkoranza North District. This points to the fact that if educational objectives would be realized in the above Senior High Schools then effectiveness and efficiency of the teachers should be tied to their motivation and level of job satisfaction.

The late professor K. A. Busia, in his work “Purposeful Education for Africa on the Status of Teachers” said, “To raise the teaching profession in Africa to the right level, a fresh look has to be taken at the status of teachers in the community and at their remuneration and conditions of work’.

According to Salifu and Agbenyega (2013) in a cross country analysis of the relationship between teacher motivation and pupils performance, Delton and

Marcenaro – Gutierrez (2011) observed that countries with poor records of teacher motivation have low teacher performance leading to poor educational outcomes. Teachers in Switzerland earn four times more than those in Israel, just as teachers in Korea are paid at the 78th percentile in their country's wage distribution and those in the USA are paid at only the 49th percentile. These massive variations in the way different countries deal with teachers pay reflect in their educational outcomes. The Organization for Economic Co-operation and Development (OECD) (2009) ranking for Programme International Student Assessment (PISA) affirms this contention. The ranking indicates that Korea is one of the countries whose performance are above average on the overall reading scale.

Notwithstanding, in Ghana there has been controversy and agitations between Ghana National Association of Teachers (GNAT) and Government of Ghana in collaboration with Ministry of Education over the increase in salaries, benefits, awards and improvement of condition of service for teachers. The government has pointed it clearly that the economic realities in the nation cannot afford the proposed in salaries, benefits and condition of service because the demands are beyond the government resources. The government added that, teachers effectiveness and efficiency are not attributed to lack of high salaries, benefits and working conditions but rather due to laziness and lack of zeal to work.

Meanwhile, research conducted by O'Daniel (1994) cited in Ghana Journal of Education and Teaching (GHAJET) (VOL. L. NO. 7 January, 2009 pg 150) a dissatisfied employee may not only feel bored at work but may also feel he/she is not important and without power. He continues that this state of affairs encourages the worker to engage in strike actions, absenteeism, lateness and frequent job changes. But satisfied worker on the other hand is motivated, satisfied, and hardworking. All

these lead to high productivity and the achievement of the set goals of the organization. Ghana Education Service (GES) as an organization would like its workers to receive attractive remuneration to improve their status especially among teachers in Nkoranza North Senior High Schools.

Job satisfaction and motivation determine for most of the teachers, the quality of life they can enjoy. Apart from enhancing teachers' quality of life, they also represent a source of psychic fulfilment relative to their perceptions of self-worth both as employees and as individuals.

1.2 Statement of the Problem

Education is the key to success and national development. This is enhanced through the effort of teachers. The main research problem is to find out the assessment of job satisfaction and teacher motivation among teachers in Senior High Schools in Nkoranza North District.

This research work is being carried out because not much has been conducted and this justifies that very few people are known about it in Ghana and the world as a whole.

Walker (2011) opined that organization leaders need to be conscious of satisfaction facets and should deal with them so that employees have the best chance of achieving their optimum performance.

Figure 2.2 of the empirical study evidence of the literature review shows that out of the ten researchers none of them investigated on the assessment of job satisfaction and motivation as a problem of study.

1.3 Purpose of the Study

The purpose of this study is therefore to carry out investigative study in Nkoranza North Senior High Schools to know much information about job satisfaction and teacher motivation in the district.

1.4 Specific Objectives

Specifically, the study seeks to

1. Assess levels of job satisfaction among teachers in Nkoranza North District.
2. To find out motivational levels among teachers in the district.
3. To determine factors affecting job satisfaction, teacher motivation and effectiveness in the district.

1.5 Research Questions

1. What is the level of job satisfaction among teachers in Nkoranza North District Senior High Schools?
2. What is the level of motivation among teachers in Senior High Schools in Nkoranza North District?
3. Which factors affect job satisfaction, teacher motivation and effectiveness in Nkoranza North Senior High Schools?

1.6 Significance of the Study

The study will be useful especially to the teachers because it explores issues that dissatisfy and demotivate teachers and as well determine appropriate ways of motivating teachers in the community and Ghana as a whole. This is because

teachers' satisfaction about their profession is an important factor for the effective and efficient performance of their duty.

The study will also be beneficial to the managers and administrators of the schools to be equipped with motivational strategies and factors that lead to job satisfaction in order to promote effectiveness, efficiency and productivity in the school. Moreover, the study would assist Ghana Education Service and Ministry of Education (MOE) to realize the condition of service and other benefits that teachers need to enjoy to make the profession looks attractive to minimize teacher brain – drain in the country. Furthermore, the study would sensitize future researchers to make constructive judgement suggestions and recommendations on job satisfaction, teacher motivation and factors affecting teacher effectiveness.

1.7 Limitation of the Study

This research study has some constraints which affected the generalization of the results and successful carry out of the work. Hence these limitations were beyond the control of the researcher. This is because the researcher faced problem of getting adequate and appropriate materials to carry out this research.

Another major constraint was inadequate financial assistance because more questionnaires were printed for teachers. They about high expenses for the successful work done. The distance from where the schools were located to the researcher's residence was another constraint because the researcher must pay regular visit to the respondents.

Sometimes too, the respondents did not understand some of the construction on the questionnaire. In view of that their responses meant different from the

researchers point of view and it affected the data collection technique and its interpretation of results.

Lastly, due to forgetfulness, tight scheduled and lack of co-operation on the part of respondents, the number of questionnaires distributed were lesser than expected.

1.8 Delimitation of the Study

There are two (2) public Senior High Schools in Nkoranza North District and this investigative study is confined to these two Senior High Schools.

Due to limited time, inadequate materials, and financial constraint, the study does not lend itself to a wider area to cover all the teachers in the district.

However, the findings are restrictive and cannot be generalized but because human attitudes are common irrespective of geographical differences, it can be applicable elsewhere in Ghana or in the whole world.

1.9 Organization of the Study

This research work is organized in five main study. The Chapter One deals with introduction and the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, limitation of the study and delimitation of the research work. The Chapter Two elaborates the literature review which covers the theoretical and empirical review of which the two main variables thus job satisfaction and teacher motivation were based on. The Chapter Three highlights on the research methodology. This embodies research design, research population, sample and sampling technique, research instrument and data collection procedure.

Chapter Four comprises presentation and data analysis which presents, discusses and analyses results. Chapter Five deals with summary, conclusion and recommendation of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review provides the empirical evidence and theoretical framework which justifies the specific objectives of the study. This is because job satisfaction and teacher motivation seem to be not widely researched topics in organizational set up. But this study seeks to recognize gaps in the few that has been researched and tries to fulfil.

It is undisputable fact that every organization has set goals to accomplish and the realization of these goals depend largely on the effort of individual worker in the organization. Bame (1991) confirmed that a high job satisfaction score shows that the individual worker likes his work and to some extent may have achieved the goal or aim he set himself when taking a job.

The literature was reviewed by consulting books, journals, newspapers and magazines. It consist of three major headings of which each heading might have sub – heading (s) to be considered and they are:

- Levels of job satisfaction
- Teacher motivational levels
- Factors affecting job satisfaction, teacher motivation and effectiveness

2.2. Levels of Job Satisfaction

2.2.1. Operational definition and concept of job satisfaction.

“Job satisfaction is defined as a positive feeling about one’s job resulting from an evaluation of its characteristics”. (Robbins & Judge, Millett and Water-Narsh 2008: 84)

Locke (1976: 6) defined job satisfaction as a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.

Robbins and Timothy (2011) defined job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics. Jobs require interacting with co-workers and bosses following organizational rules and policies, living with less than ideal conditions and the like.

Feldman and Arnold, (1983) in their view defined job satisfaction as the amount of overall positive affect (or feelings) that individual have towards their job when we say that an individual has high job satisfaction, we mean that the individual generally likes and values the job highly and feels positively towards it.

Walker (2011) expressed that those who say they have job satisfaction are expressing an attitude towards their job as a result of evaluating the characteristics of their job against their expectations of the job. Low job satisfaction is the way of saying that they are dissatisfied with their job.

Job satisfaction is now regarded as a multidimensional phenomenon. It comprises a complex set of variables which operates to determine a worker’s attitude towards his job. Thus while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surroundings of their work place and may be very dissatisfied with their wages and salaries (Bame, 1991: 16).

Kaliski (2007) confirmed that job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to

productive as well as personal well-being. Job satisfaction implies doing a job one enjoys doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads recognition, income, promotion and the achievements of other goals that lead to a feeling of fulfilment.

2.2.2. Aspects of Job Satisfaction

Johns (1998) cited in Mankoe (2007) differentiated two aspects of job satisfaction and these are Facet Satisfaction and Overall Satisfaction.

From Johns point of view, Facet Satisfaction is the tendency for an employee to be more or less satisfied with various facets of the job; for example, a worker may be dissatisfied with his pay but very happy about the conditions in the work place; or may dislike his boss but love the people he works with (his colleagues). This explains clearly that, the worker is not totally pleased with his/her job.

Overall Satisfaction is the overall or summary indicator of job that cuts across the various facets. The most popular measure of job satisfaction is the job descriptive index. This index includes factors such as workers chance to work alone on his job, competence of the workers supervisor in making decisions, the extent to which the worker enjoys steady employment and the remuneration in relation to the amount of work done.

Robbins and Timothy (2011) affirmed that job satisfaction is not just about job conditions. Personality also plays a role. Research has shown that people who have positive core self evaluation – who believe in their inner worth and basic competence are more satisfied with their jobs than those with negative core self evaluation. Not only do they see their work as more fulfilling and challenging, they are more likely to

gravitate toward challenging jobs in the first place. Those with negative core self-evaluations set less ambitious goals and are more likely to give up when confronting difficulties. Thus they are more likely to be stuck in boring, repetitive jobs than those with positive core self-evaluations.

Javaid (2009) states that both the standing or regard accorded them (teachers), as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

Robbins, Judge, Millet and Waters – Marsh (2008) confirmed that, in fact, of the job satisfaction facets (work itself, pay, advancement opportunities, supervision, fellow employees) enjoying the work itself is almost always the facet most strongly correlated with high levels of overall job satisfaction.

Robbins and Timothy (2011) added that research shows satisfaction levels vary a lot, depending on which facet of job satisfaction you're talking about. People are, on average, satisfied with their jobs overall, with the work itself, and with their supervisors and co-workers. However, they tend to be less satisfied with their pay and with promotion opportunities.

Drafk and Kossen (2002) added that, sometimes people claim to hate their job when in fact they just hate doing the job for their current employer. These people actually like the work; they just don't like the people they are currently doing it for.

2.3. Teacher Motivational Levels

2.3.1. Operation definition and concept of motivation.

Bediako (2013) explained motivation which refers to the extent to which an employee is will or wants to invest his or her time, attention and effort in a task. It

addresses the question: does the employee “want to” perform the task? Motivation is determined by rewards and leadership.

Mankoe (2007) also viewed motivation as a causative factor, an incentive or drive for job performance. It may also be explained as the process of moving oneself and others to work towards the attainment of individual and organizational objectives. According to Bennel and Acheampong (2004), motivation is the psychological process that influence individual behaviour with respect to the attainment of work place goals and task. Bennel continued that pecuniary motives are likely to be dominant among teachers in less developed countries where pay and other material benefits are too low for individual household survival needs to be met.

2.3.2. Types of Motivation

Motivation need not come or at least start from the leadership to the subordinate. Sometimes, an individual is better served if he has an inner drive that makes him perform. Afful – Broni, (2004) described the two types of motivation as the various that may cause the inner drive of motivation and these are: inner/self – directed/intrinsic motivation and external/outward / extrinsic motivation.

He explained inner/self – directed / intrinsic motivation as without desiring a reward or without having been overtly encouraged, a cleaner, who is naturally very health conscious and in love with the work, while very eager to contribute to making all live healthy, would work very hard.

The external / outward extrinsic motivation is one which we are usually more eager to choose. Here, for example, the owner of a school decides to increase the salary or give vacation bonuses or clothing allowances or leave allowances. It is

believed that this helps to increase zeal on the part of workers and often increases productivity.

Bediako (2013) breaks reward into extrinsic reward and intrinsic reward.

He explain that extrinsic reward refer to pay and all the monetary and non-monetary benefits an employee received by virtue of his position or job.

On the other hand, intrinsic reward refer to satisfiers or motivators an employee derived from performing a job.

Fombrun, Tichy and Devanna (1984) on their part said, with regard to management assignments, a majority said, they felt their firm were doing an above average job. With respect to incentive design.

Advocates argue that only pay or other rewards tied directly to perform can motivate improved performance. Studies show that recognition has a positive impact on performance, either alone or in conjunction with financial rewards.(Dessel, 2005: 444 – 445)

Amisah, Sam –Tageo, Amoah and Mereku (2002) observed that as evidence from the literature, academic and pedagogical skill acquisition alone does not ensure effective teaching. Other extrinsic factors like motivation, for example, create a sense of commitment in teaching. They added that awards based on teacher performance and general tone or schools should be introduced to instil competitive spirit among teachers to help cultivate in them as sense of commitment to their work.

Yukl (2010) opines that leaders can provide tangible rewards to encourage individuals to acquire new knowledge and apply it to improve their job performance.

2.3.3. Theories of Motivation

Theory in research methods is explained as a generalization about a phenomenon, an explanation of how or why something occurs. Indeed, any statements that explain what is measured or describe – any general statements about cause of effect are theory based, at least implicitly.

2.3.4. Expectancy Theory

A motivation theory called expectancy theory (Vroom 1964) is used to explain how a leader can influence subordinate satisfaction and effort. Expectancy theory describes work motivation in terms of rational choice process in which a person decides how much effort to devote to the job at given point of time. In choosing between a maximal effort and a minimal (or moderate) effort, a person considers the likelihood that a given level of effort will lead to successful completion will result in desirable outcomes (e.g. higher pay, recognition, promotion, sense of achievement (Yukl 2010: 169).

BPP (1990) realized that the expectancy theory of motivation is a process theory based on the assumptions of cognitive psychology that human beings are purposive and rational, ie. aware of their goals and behaviour.

Essentially, the theory states that the strength of an individual's motivation to do something will depend on the extent of which he expects the results of his efforts, it successfully achieved to contribute towards his personal needs or goals.

In 1964 Victor Vroom another American psychologist, worked out a formula by which human motivation could actually be assessed and measured based on an expectancy theory of work motivation. Vroom suggested that the strength of an individual's motivation is the product of two factors:

- a. The strength of his preference for a certain outcome. Vroom called it “valence”. It may be represented as a positive or negative number or zero – since outcomes may be desired, avoided or considered with indifferences.
- b. His expectation that the outcome will result from a certain behaviour. Vroom called this “Subjective probability”. It is only the individual expectation and depends on his perception of the probable relationship between behaviours and outcome. (BPP, 1990).

BPP (1990) Charles Handy conducted research which relates to expectancy theory referred to as instrumentality. He said a man may have a need for power. To the degree that he believes (expectancy) that a particular result, e.g. a well – performed task, will gain him promotion and that promotion will in fact satisfy his need for power (instrumentality) he will expend “E” on the task. The higher his need for power, the more he will put forth.

2.3.5. Two – Factor Theory: Herzberg

American psychologist Frederick Herzberg (1959 as cited in BPP, 1990), in his analysis revealed that the factors which created satisfaction were different from those which created dissatisfaction. In his book “Work and Nature of Man”, he distinguished between hygiene factors and motivator factors.

The researcher described the hygiene factors as, a need to avoid unpleasantness. Hygiene satisfactions are short – lived: individuals come back for more, in the nature of drug addicts. Some of the hygiene or context or maintenance factors are: company policy and administration, salary, the quality of supervision, interpersonal relations, working conditions and job security.

He also termed the motivator factor as “a need for personal growth”. Motivator factors create job satisfaction and are effective in motivating an individual to superior performance and effort. These factors give the individual a sense of self-fulfilment or personal growth and consist of: status, advancement, gaining recognition, being given responsibility, challenging work, achievement and growth in the job. The theory summarized that, if motivators are absent from the job, employees will experience dissatisfaction but even if the hygiene factors are provided the employees would bring no job satisfaction at work.

According to Goldthorpe, Lockwood et al as cited in BPP (1990) are of the view that workers may have a purely instrumental orientation to work deriving satisfaction not from the work itself but from the reward obtainable with the money earned by working. The Luton workers experienced their work as routine and dead end, but had made a rational decision to enter employment which offered high monetary reward rather than intrinsic interest.

Kesall and Kelsal (1969) as cited in (Bame 1991: 121) reviewed a survey conducted by Floud and Scott in English and Wales in 1955 on job satisfaction of teachers indicated as below:

“Among the specified components with which teachers were dissatisfied, salary, not unexpectedly, proved an important one.

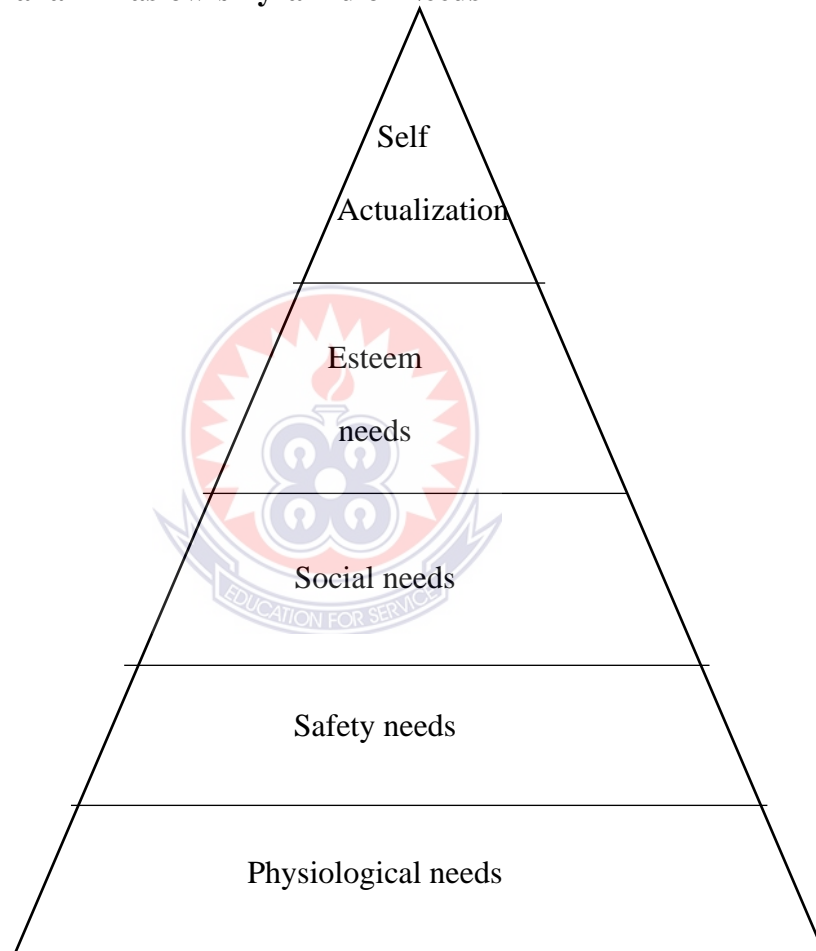
2.3.6. Theory of Abraham Maslow Motivation Need

According to Maslow (1954 as cited in Afful-Broni, 2004) there are general types of needs which are Physiological, Safety, Social, Esteem and Self-actualization that must be satisfied before a person can unselfishly, honourably and be better able to contribute to the organizations work. The person whose needs are not taken care of is

not likely to look outside of himself to take care of other things. Maslow's work shows that basic, low – level needs such as physiological requirements and safety must be satisfied before higher level needs such as self – fulfilment are pursued.

To motivate people properly, it is important that a leader understands which needs are active for which individual worker, for different people are at different levels of the needs pyramid.

Figure 2.1 Abraham Maslow's Pyramid of Needs



Maslow added that failure of the management to meet the needs of workers result in poor output which result in low productivity and profitability.

2.3.7. Theory Z

Another inspirational theory is William Ouchi (1981 as cited in Afful-Broni, 2004) who propounded theory Z. The most important of this theory is the belief that commitment to an organization's workers is crucial. This theory teaches that the worker is an important before and after work as he is during work. Theory Z is concerned about the whole person and does not in any way wish to treat the worker like a machine when he is at work and be care less when work is over.

According to William Ouchi (1981), seeing to the full human needs of the members of the organization is what would bring true progress and more profit. To conclude the discussion on the concept of this theory, the educational leaders should assume that employees are motivated, cared for when they are in the service or when they are on retirement.

2.4. Factors Affecting Job Satisfaction, teacher Motivation and Effectiveness

Drafke and Kossen (2002) states that, the end result of quality of work life is the overall satisfaction one receives from a job. The factors affecting job satisfaction can be divided into three areas: Internal factors, external factors and individual factors.

Some of the internal factors include the work and recognition. Some of the external factors include organization culture (effects of the organization climate and culture) and compensation. Individual factors include commitment (dedication), expectation (what people believe they will receive in return for work and reward ration).

According to Drafk and Kossen (2002), these challenges make the topic of Quality of Work Life (QWL) how effectively the job environment meets the personal

needs and values of employees – important to you as a potential manager or worker. Why? Worker expectations that aren't fulfilled can cause job dissatisfaction and weakening of the work ethic.

They added that, two major categories that together make up the quality of Work Life (QWL) suggested are “Adequate and fair compensation”. Is the employee pay check sufficient for maintaining a reasonable standard of living? Is the wage of salary comparable to amount received by other in similar position? “Opportunity for continued growth and security”. Are there opportunities for advancement or is the job perceived as a path to nowhere?

Bame (1991) affirmed that the variable which emerged in the study as the determinants of dissatisfaction in teaching among the group were remuneration, social prestige, opportunities for promotion or advancement and incentives offered by a career in teaching.

Coombs (1967) as cited in Bame (1991) confirmed that a teacher shortage appears to have been plaguing most countries but the problem is acute and telling in the new States of Africa. In Ghana many trained teachers have been leaving teaching to seek employment in job elsewhere which they think hold promise of better pay and prestige for them. However, a number of writers in general comment on the shortage of teachers in the emerged Africa State have stressed that the main cause is poor remuneration of teachers.

Robbins and Timothy (2011) affirmed that the relationship between job satisfaction and turnover is stronger than between satisfaction and absenteeism. The satisfaction turnover relationship also is affected by alternative job prospects. If an employee is presented with an unsolicited job offer, job dissatisfaction is less

predictive of turnover because the employee is more likely leaving because of “pull” (the lure of the other job) than “push” (the unattractiveness of the current job).

Sekyere (2008) in his view said, heavy financial burdens makes some teachers absent themselves from class or school in order to engage in other economic activities like part – time teaching to earn extra income to meet their financial commitments.

For example in rural areas some male teachers engage in commercial farming. They cut classes to go and work on the farms. In the urban centres, some female teachers engage in buying and selling on credit (high purchase) basis so, from time to time they cut classes to do business. Some male teachers cut classes on Friday mainly to work on lotto (meeting fore – casters); while some others are “susu” collectors.

Sekyere (2008) continued that, because of the unattractive nature of the service conditions of the teaching profession in the country, good professional teachers often leave the classroom to find job with better conditions of service.

Feldman and Arnold (1983) explained that, surveys like the one by Gannon and Noon (1971) suggest that a large majority of personnel officers believe happier workers are more productive feelings about work would lead to greater output and higher – quality work.

They continued on (page 203) that, we might also expect that job dissatisfaction would influence withdrawal behaviour i.e. that dissatisfaction employees would be more likely than satisfied employees to stay away from work or to resign. The research evidence is consistent that, indeed, dissatisfied employees are more likely to leave their jobs permanently and to be absent temporarily from permanently and to be absent temporarily from work more often.

Walker (2011: 23) “At the organizational level the relationship continues to be supported as it is found that organizations with more satisfied workers tend to be more effective than organizations with lower proportion of satisfied employees”. (p. 34.)

Robbins and Timothy (2011) confirmed that happy workers are more likely to be productive workers. Some researchers used to believe the relationship between job satisfaction and job performance was a myth. But a review of three hundred studies suggested the correlation is pretty strong. As we move from the individual to the organizational level, we also find support for the satisfaction performance relationship. When we gather satisfaction and productivity data for the organization as a whole, we find organization with more satisfied employees tend to be more effective than organizations with fewer.

They continued on page (119) that, it seems logical to assume job satisfaction should be a major determinant of an employee’s organizational citizenship behaviour (OCB). Satisfied employees would seem more likely to talk positively about the organization, help others, and go beyond the normal expectations in their job. They might go beyond the call of duty because they want to reciprocate their positive experiences. Consistent with this thinking, evidence suggests job satisfaction is moderate correlated with OCBs; people who are more satisfied with their jobs are more likely to engage in OCBs. Why? Fairness perceptions help explain the relationship. Those who feel their co-workers support them are more likely to engage in helpful behaviours, whereas those who have antagonistic relationships with co-workers are less likely to do so.

Duncan-Adanusa (2014.) The General Secretary of GNAT noted that, “Teachers attrition is another crisis bedevilling our education. An estimated 33, 785 teachers in recent years have been abandoned their post to seek greener pastures

elsewhere. Low salaries, poor infrastructure, delayed promotions, lack of motivation from some managers of the system and the wrong perception about the teaching profession have accounted for the high attrition’.

Also Owusu-Mensah, (2014) Ashanti Region delegate, on his part made a statement that “No educational reform will succeed in the hands of teachers, the final implementers, who are not enthusiastic about their work as a result of either low levels of motivation or lack of genuine interest in the profession” They made these remarks at the 4th (51st) Quadrennial National Delegates Conference 2014 of the Ghana National Association of Teachers (GNAT) with a theme “Education in Crisis - The Way Forward”.

The Late President J. E. A. Mills made a statement in Daily Graphic on Wednesday, (January 6, 2010 p3) during the 3rd Quadrennial (50th) National Delegates Conference of the Ghana National Association of Teachers (GNAT) which had a theme “Investing in people to achieve quality education by 2015” That teachers are not well motivated in terms of salaries. He continued that he would provide the right environment and make available teaching and learning materials which are aimed at improving job satisfaction and teacher effectiveness.

Lunenburg and Ornstein (2008) were convinced that, the compensation of employees is another important component of the personal evaluation process. A sound compensation program can help organization attract qualified applicants, retain desirable employees and motivate and reward high employee performance.

The formal compensation takes the form of wages and salaries and fringe benefits.

According to Dolton and Marcenaro-Gutierrez (2011) in their cross – country analysis of the relationship between teacher motivation and pupils performance, observed that

countries with poor records of teacher motivation and pupils performance, have low teacher performance leading to poor educational outcomes.

Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feeling about happening within class (such as relations with pupils, the process of teaching and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principles).

Amissah, Sam –Tagoe, Amoah and Mereku (2002) also added their view and said, lack of teacher motivation may lead to poor morale, low teacher competence and eventually teacher attrition, which will lead to shortage of qualified teachers. This situation affect the performance of development and impedes economic growth and development as students/pupils are not able to develop to the best of their abilities.

According to (Mobleg 1977; Porter and Steers 1973) as cited in Lunenburg and Ornstein (2008) lamented that negative work attitudes play a central role of turn over. Job dissatisfaction prompts turnover cognitions and the desire to escape the job.

George et al, 2008 affirmed that job satisfaction is the collection of feeling and beliefs that people have about their current job. People's level of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People can also have attitudes about various aspects of their job such as the kind of work they do, their co-workers, supervisor or subordinates and their pay.

Blandford (2000) cited in Cerit (2009) is of the view that since teachers with more job satisfaction perform better, it directly influence the performance of learners and the social, emotional and cognitive development of students and their academic success. He therefore suggested that it is necessary to ensure a high level ensure a high level of

teacher job satisfaction because job satisfaction has a negative effect on the quality of education.

Research conducted by Vanderberg and Lance (1992) during which they surveyed 100 professionals in the information services for five months showed a strong relations between job satisfaction and employee loyalty. Their research proved that the higher the degree of job satisfaction the higher is the level of employee loyalty. Armstrong (2006) stated that positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

According to (Luthans, 2006) apart from helping people to achieve and obtain their basic needs, salaries also work to satisfy the higher level needs of people. Taylor and Vest (1992) figured out that job satisfaction is affected by payment levels affect. It is reported that most public employees will feel less satisfy with their jobs if they compare their salaries to those who work for the private sector. Kreitner and Kinicki (2004) mentioned that job satisfaction and the promotion positive relationship relies on supposed fairness by employees. A lot of people will experience satisfaction when they think that they have good future opportunities for progression. According to Smith (1994) motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform.

Managers should be interested in their employees attitudes because attitudes give warnings to potential problems and influence behaviour. Satisfied and committed employees, for instance, have lower rates of turnover, absenteeism and withdrawal behaviours. They also perform better on the job. Given that managers want to keep resignations and absences down-especially among their most productive employees-

they'll want to do things that generate positive job attitudes. As one review put it, "A sound measurement of overall job attitude is one of the most useful pieces of information an organization can have about its employees".

The most important things managers can do to raise employee satisfaction is focus on the intrinsic parts of the job, such as making the work challenging and interesting. Although paying employees poorly will likely not attract high quality employees to the organization or keep high performances, managers should realize that high pay alone is unlikely to create a satisfying work environment. Creating a satisfied performance, but evidence strongly suggest attitudes will likely result in heightened organizational effectiveness (Robbins & Timothy 2011: 123).

2.5 Importance of job satisfaction and motivation.

Motivation is pivotal for leaders because it is what makes people want to do things, it is what makes them put real effort into what they do. Motivation varies in its nature and intensifies from one person to another depending on particular range of influence impacting on them at any given time in the current climate of rapid change and ever-increasing pressure in schools. Effective leaders need to be both well-organized managers and highly- skilled in understanding peoples basic requirements and behaviours in the workplace. Leaders success relies on their ability to gain commitment, nurture talent and ensure that team members are motivated and productive Kusi (2004).

Wayney and Miskel (1991) stated that, the purpose of organizational incentives is to motivate participants to improve their work performance. Their observation supports the proposition that "financial and non-financial" incentives can indeed increase performance when the incentive system is properly designed.

Jones (2006) Indicators of present and absent of motivation as cited in Kusi (2004)

Signs that motivation is present	Sign that motivation is absent
<ul style="list-style-type: none"> • High performance • High results being consistently achieved • Unstinting cooperation to overcome problems • Willingness to accept responsibility • Willingness to accommodate necessary change. 	<ul style="list-style-type: none"> • Apathy and indifference towards the job • Poor record of time keeping and high absenteeism • Exaggeration of the effects/ differences encountered in problems • Lack of cooperation in dealing with problems • Unjustified resistance to change.

According to Mankoe (2007) motivation is not a behaviour it is a complex internal state that cannot be observed directly but which affects behaviour. Motivation can only be inferred from individual's behaviour (either verbal or nonverbal). According Owens (1998) as cited in Mankoe (2007) motivation is made up of all those inner striving conditions described as wishes, desires, etc. It is an inner state that activates or moves individual

Without motivation, there would be no purposive organized behaviour by the individual worker.

Behaviour as Owens explains, is an attempt to satisfy needs that motivate, that is, they cause people to act. When a need is felt, it reduces a drive state in the individual. By observing peoples behaviour, psychologist have determined that needs motivate, that is ,they cause people to act. When a need is felt ,it reduces a drive state in the individual. Drives are deficiencies with direction which forward a goal. Goal is

anything that is perceived as being able to satisfy a need. The degree of satisfaction obtained by attaining the goal affects the individual's behaviour in related future situations.

According to Ololube (2004) the relevance of the teacher motivation and job satisfaction are very crucial to the long-term development of modern educational system around the world. Teacher motivation and job satisfaction are important because they determine educational success and performance. These two research variables are ranked alongside professional knowledge, skills, core competencies, educational resources to determine educational success and efficiency.

He continued that, it is worthy of notice that teacher motivation and job satisfaction are very essential and fundamental factor to quality, efficient education success to the growth and development of every nation. While almost every teacher works in order to satisfy their needs in life that is why they constantly agitate for job satisfaction. Job in this context is the ability of the teaching job to meet teacher's needs and improve their teaching performance.

Samiksha (2015) viewed motivation as stimulating, inspiring and inducing the employee to perform to their best capacity. He discussed some of the importance of motivation to an employee and they are as follows:

1. Motivation helps change negative attitude to positive attitude. Without motivation the employees try to perform minimum activities in the organization. But the motivation fills in the desire to perform their maximum level. All the resources of the organization are of no use unless and until the employees use these resources. The motivated employees make best use of the resources.

2. Motivation improves performance level of employee. The motivation improves the efficiency level of employees which means the employees start performing the job to the best of their ability with minimum wastage of time and resources because motivated employees always go for best utilization of resources. The motivation bridges the gap between the ability to work and willingness to work and willingness always improves efficiency.
3. Helps in achieving the organizational goal. The motivated employees always try to achieve the organizational goal as they know with the achievement of organizational goals only they can achieve their personal goal. All the employees contribute their effort in one direction of accomplishment of goal.
4. Motivation creates supportive work environment. In motivation the relation between superior and subordinates are always improved. When the employees get their need satisfied or get the recognition and respect in the organization then they always offer a supportive hand to superiors. There is more co-operation and co-ordination in the organization and all the employees work with the team spirit.
5. Motivation helps the managers to introduce changes. The motivated employees show less resistance in accepting the changes according to changes in the business environment because they know if the changes are not implemented in the organization, not only the organization will lose by this but the employees also will find it difficult to get their needs fulfilled. Motivated employees are always supportive to co-operative in accepting changes in the organization.
6. Reduction in employees' turnover. The motivation creates confidence in the employees to get their needs satisfied in the organization itself. They always

select the alternative to remain in the organization and increase their earning rather than leaving the organization and increasing their earnings. With motivation, the turnovers are less because the satisfied employees never leave the job.

According to MSG (2016) employee satisfaction is of utmost importance for employee to remain happy and also deliver their level best. Satisfied employees are the ones who extremely work towards their organization and stick to it even in worst scenario. They do not work out of any compulsion because they dream of taking their organization to a new level. Employees need to be passionate towards their work and passion comes only when employees are satisfied with their job and organization on the whole. Employee satisfaction leads to a positive ambience at the workplace. People seldom crib or complain and concentrate more on their work. These are some of the importance of employee's job satisfaction

- (i) The first benefit of employee satisfaction is that individuals hardly think of leaving their current job. Employee satisfaction in a way is essential for employee retention. Organization need to retain deserving and talented employees for long term growth and guaranteed success. If people just leave you after being trained, trust me, your organization would be in a big mess. Agreed you can hire new individuals but no one can deny the importance of experienced professionals. It is essential for organizations to have experienced people around who can guide freshers or individuals who have just joined. Employees attrition is one of the major problems faced by organizations. I don't think an individual who is treated well at the workplace, has ample opportunities to grow, is appreciated by his superiors, gets his salary on time ever thinks of changing his job. Retaining

talented employees definitely gives your organization an edge over your competitors as they contribute more effectively than new joiners. Moreover, no new individual likes to join an organization which has a high employee attrition rate. Employees who are not satisfied with their jobs often badmouth their organization and also warn friends and acquaintances to join the same.

- (ii) Employee satisfaction is essential to ensure higher revenue for the organization. No amount of trainings or motivation would help, unless and until individuals develop a feeling of attachment and loyalty towards their organization. Employees waste half of their time fighting with their counter parts or sorting out issues with them. Trust me; employees who are satisfied with their jobs seldom have the time to indulge in nasty office politics. They tend to ignore things and do not even have the time to crib or fight with others. Satisfied employees are the happy employees who willingly help their fellow workers and cooperate with the organization even during emergency situations. Such employees do not think of leaving their jobs during crisis but work hard together as a single unit to overcome challenges and come out of the situation as soon as possible. For them, their organizations come first, everything else later. They do not come to office just for money but because they really feel for the organization and believe in its goals and objectives. Satisfied employees also spread positive word of mouth and always stand by each other. Instead of wasting their time in gossiping and loitering around they believe in doing productive work eventually benefiting the organization. They take pride in

representing their respective organizations and work hard to ensure higher revenues for the organization.

- (iii) Satisfied employees tend to adjust more and handle pressure with ease as compared to frustrated ones. Employees who are not satisfied with their jobs would find a problem in every small thing and be too rigid. They find extremely difficult to compromise or cope up with the changing times. On the other hand, employees who are happy with their jobs willing participate in training programs and are eager to learn new technologies, software's which would eventually help them in their professional career. Satisfied employees accept challenges with a big smile and deliver in even the worst circumstances.

Aziri (2011) said, when analysing job satisfaction the logic that a satisfied employee is a happy employee and a happy employee is a successful employee.

The importance of a job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such as lack of loyalty, increased absenteeism, and increase in number of accidents etc. He listed three important features of job satisfaction. First, Organizations should be guided by human values. Such organization will be oriented toward treating workers fairly and with respect.

In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness.

High levels of job satisfaction may be sign of good emotional and mental state of employees. Second, the behaviour of workers depending on their level of job satisfaction will affect the functioning and activities of the organization business. From this it can be concluded that job satisfaction will result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour employees.

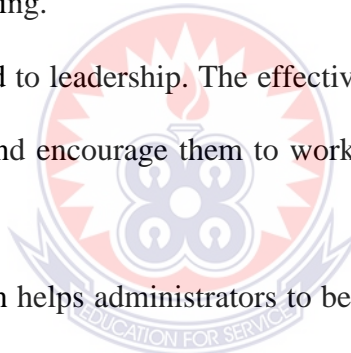
Third job satisfaction may serve as indicators of organizational activities. Through job satisfaction evaluation different levels of satisfaction in different organizational units can be defined, but regarding in which organizational units can be defined, but in turn can serve as a good indication regarding in which organizational units changes that would boost performance should be made.

The importance of motivation in any organization cannot be underestimated. Properly motivated staffs are always likely to be highly productive. Highly motivated staff usually have their morale boosted and will collaborate to ensure that the organization succeeds. This also helps prevent disputes and conflicts. It is also hoped that when staffs are motivated they will be prepared to take up responsibilities or be actively involved in decision making.

Motivation is also related to leadership. The effective leader is the one who is able to motivate his followers and encourage them to work harder to attain the goals of the organization.

Knowledge of motivation helps administrators to better understand their subordinates and help management in the formulation of policies.

It encourages management to treat workers with respect and dignity and not just as people who must work in exchange for pay. (Archer, Adentwi and Sam 2008: 162)



2.1: Empirical Study Review in This Study

AUTHOR	DATE	COUNTRY	TOPIC	METHODOLOGY	FINDING	CONCLUSION
D. P. Kayastha	July 2012	Nepal	A study of Job satisfaction among teacher, Higher Secondary School Nepal	Mixed method (qualitative and quantitative)	No Clear cut findings indicate	Teachers in Higher Secondary level schools were satisfied in their occupation
InusahSalifu	May 2013	Victoria,	Teacher motivation and identification	Traditional or Narrative approach	No clear cut findings indicated	Two definition emerged and they are;
Joseph Seyram		Australia	identity formation			psychological process that influence teacher behaviour and the

						conditions that promote commitment in teachers
						Teacher are satisfied through belonging and emotional exhaustion
SidselSkallvit, Einar M. Skaalvit	March 2011	Norway	Teacher job satisfaction and motivation to leave the teaching profession	Quantitative	Clear cut findings	Believes that job satisfaction and job performance are quite different place.
Timothy A. Judge	1990		The job satisfaction		No findings	This motives influence

			Job performance		the level of job
	Lowa		relationship		satisfaction.
Michalinos Zembylas			Job satisfaction among school teachers in Cyprus	Qualitative and quantitative	Cyprus teachers like this career because of salary, the hours and holidays associate with the career
	Sept. 2003	Cyprus USA		Quantitative	No clear findings



Ghulam Salma Dr.Mushtag A. Sajid		Pakistan	Teacher's Motivation and job satisfaction		No clear Findings	Other major problem in colleges and school is negligence of merit which is the main effect on proper education
Timothy A Judge and Joyce E. Bono	2000	Lowa	Job satisfaction and Job performance. A meta analysis	Quantitative	No clear findings	The four traits are among the best dispositional predictors of job satisfaction Teachers personal efficacy beliefs affected

						their job satisfaction and students academic performance
Gian Vittorio, Claudio BarbaranelliPatrizia steca	1998	USA New York Florida	Teachers self efficacy believes as determinants of job satisfaction	Quantitative	No Clear Findings	Teachers with greater classroom management self – efficacy or greater instrumental strategies self efficacy had greater job satisfaction.
Ming Ming Chiu	Sept. 2006		Effects on Teachers self – Efficacy and job satisfaction	Quantitative	No clear Findings	With job satisfaction, indicating support for the validity of the



dispositional source of
job satisfaction

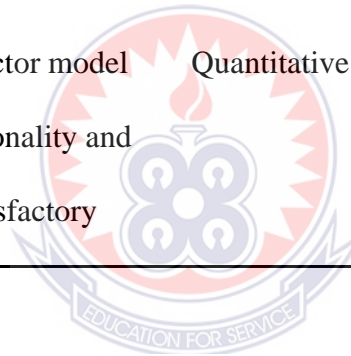
Timothy A. Judge 2006

Quantitative

1995

Five factor model
of personality and
job satisfactory

Quantitative



CHAPTER THREE

METHODOLOGY

3.1. Introduction

The reliability and validity of every scientific research depend on the type of information, the source of information and the procedure used to collect the information. This section provides information on the research design, the population, sample and sampling techniques, the research instrument, data collection procedure and data analysis.

3.2. Research Design

Research design is the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way. It is the blueprint for data collection and addresses the research problem. According to Kusi (2012), the choice of your design could be influenced by the purpose of your research, your theoretical and philosophical world, view of knowledge construction and offers you the opportunity to employ multiple methods for data collection.

This type of study is characterised as descriptive survey design. Descriptive survey design was used in the sense that according to Agyeda, Donkor and Obeng (2007) it enables the researcher to discover whether there is any relationship between two variables. This design was also used because it provides information about the naturally occurring health status, behaviour, attitudes or other characteristics of a particular group. This enabled the researcher to assess job satisfaction and teacher motivation among teachers of Nkoranza North Senior High Schools.

3.3. Population

The population for this study consisted of seventy (70) teachers of the two public Senior High Schools which comprised sixty (60) males and ten (10) females.

The two schools under study were Busunya Senior High School and Yefriman Senior High School. The population embodied some teachers who perform administrative functions along side with teaching because teachers from various departments were included in their respective schools.

All the teachers were professional teachers and in view of that they were conversant with the conditions of service, work life environment, availability of resources etc. in their schools.

3.4. Sample and Sampling Technique

The sample size was fifty – nine (59) and it was selected from seventy (70) respondents. According to Krejeie and Morgan (1970), the sample size for the population of Seventy (70) respondents should be fifty – nine (59). This represents 81.9% of the entire population.

The stratified random sampling technique was used in selecting the sample for the study. This technique has its merits to be considered. According to Asamoah – Gyimah and Duodu (BEC 158) stratified sampling is the process of selecting a sample in such a way that identified sub – groups in the population are represented in the sample in the same proportion that they exist in the population.

According to Seidu (2007) this technique is devoid of bias.

In view of the above explanations and review, the number of teachers that were selected from each school was based on the proportion of teachers in that school in relation to the population and sample size.

Busunya Senior High School population was forty (40) and its sample size was thirty – three (33) and Yefriman Senior High School population was thirty (30) and the sample size was twenty – six (26). The total number of population and sample size for the two schools were seventy (70) and fifty-nine (59) respectively.

3.5. Research Instrument

The research employed questionnaire to collect the data. A structured questionnaire was designed to elicit the responses. This is because structured questionnaire has many strengths. According to Kusi (2012) data collected through this instrument are easily analysed.

Moreover, most research participants feel more comfortable responding to pre – determined response and it can be used with a large number of sample size.

Two different Likert types of items was used. The Minnesota Satisfaction Questionnaire (MSQ) was used to measure the assessment of job satisfaction. It was five scale Likert type which ranged from Not satisfied, Only slightly satisfied, Satisfied, Very satisfied and Extremely satisfied .The respondents selected any of these from each item.

The other Likert scale questionnaire approach type was used to assess teacher motivation and factors affecting job satisfaction, teacher motivation and effectiveness. The Likert scale ranged from 1- 4 where 1 = Strongly Disagreed, 2 = Disagreed, 3 = Agreed, 4 = Strongly Agreed. The questionnaire consisted of twenty items in four (4) sections.

The first section consisted of eight (8) items which sought information on personal data of respondents and their working experience.

The second section geared towards assessing job satisfaction among teachers of Nkoranza North Senior High Schools.

The third part expected respondents to assess teachers motivation in the district under study. The final part demanded respondents to consider factors affecting job satisfaction, teacher motivation and effectiveness.

The questionnaire was first piloted on a sample outside the target population before it was distributed to the respondents for completion. This enabled the researcher to remove all vague and ambiguous construction from the questionnaire and also help the researcher to test how long it will require respondents to complete filling the questionnaire. This made the questionnaire to be reliable and valid.

3.6. Data Collection Procedure

Before administering the questionnaire, the researcher sought permission from the headmasters of the various institutions. In research, it is unethical to enter into an organisation or social groups to collect data without permission from the “gate – keepers”. (Creswell, 2005) as cited in Kusi (2012).

When an approval was granted the researcher paid regular visit to the schools to familiarize himself with the teachers.

The questionnaires were designed for the respondents and they had the liberty to fill them at their own conveniences because they were given one week to fill at their own appropriate time. After the questionnaires had been retrieved, the researcher revisited the schools and thanked them for their co-operation. The researcher assured the respondents that high ethical standards would be maintained to ensure that no harm would be caused to any of the respondents.

3.7. Data Analysis

The information given by the respondents through the questionnaire was gathered and analysed based on the subheadings of the research questions. The research questionnaire items were taken one after the other and analysed based on the information obtained from the respondents. This means that question by question approach was used for the analysis (Kusi 2012: 166) Frequencies were used and numbers were converted into percentages based on number of teachers who selected similar scale type.



CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of data collected and gathered from the respondents. It focuses on analysis of the personal profile of the participants and the results of the research profile of the participants and the results of the research.

Frequencies and percentages were used based on each research question to analyse the data according to the number of the respondents that provided similar answers.

Key to frequency table

NS = Not Satisfied

OSS = Only Slightly Satisfied

S = Satisfied

VS = Very Satisfied

ES = Extremely Satisfied

SD = Strongly Disagreed

D = Disagreed

A = Agreed

SA = Strongly Agreed

F = Frequency

% = Percentage

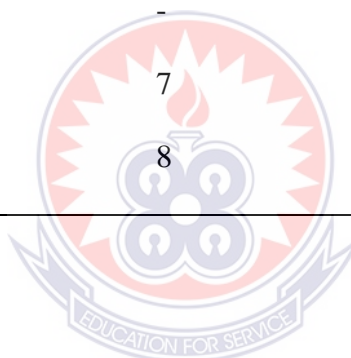


Table 4.1: Demographic Characteristics of Respondents

Item	Frequency (f)	Percentage (%)
Age		
20 – 30	29	49.2
31 – 40	20	33.9
41 – 50	10	16.9
51 – 60	-	-
Gender		
Male	55	93.2
Female	4	6.8
Marital Status		
Single	25	42.4
Married	30	50.8
Separated	4	6.8
Type of Institution		
Private	-	-
Public	59	100
Highest qualification		
Masters	2	3.4
Degree	57	96...6
HND	-	-
Years spent in the school		
0 – 10	59	100
11 – 20	-	-
21 – 30	-	-



31 – 40	-	-
Position occupy in the school		
Assistant Headmaster	4	6.8
Head of Department	12	20.3
House Master	12	20.3
Form Master	31	52.5
Department		
Science	12	20.3
General Arts	24	40.7
Business	8	13.6
Visual Arts	-	-
Mathematics	7	11.9
Agriculture	8	13.6



4.2 Personal profile of the participants

In Table 4.1, the demographic characteristics of the respondents have been shown. The questionnaires were filled by teachers within the age ranging from 20 – 60. Out of this, 49.2% of the teachers were within the age of twenty to thirty (20-30) whiles 33.9% and 16.9% were between the ages of thirty to forty (30-40) and forty one to fifty (41 – 50) respectively. This means that zero (0%) aged from 51 – 60 category. This is an indication that teachers in both schools are very young and exuberance.

There was a gender balance between males and females even though in terms of proportion, males were far more than females. Out of the 59 respondents, 55

representing 93.2% were males while 4 representing 6.8 were females. Gender disparity has been very great in favour of males. This is an indication that the two schools had males as the majority.

Though most of the teachers had got married but the rate of bachelors was very high. Out of 59 respondents, 30 representing 50.8% had got married while 25 representing 42.4% were single. Only 4 representing 6.8 were separated. This tells you that some of the teachers were young.

There was no private school in Nkoranza North District. All the schools were public institutions and government approved ones. All the respondents teaching in Nkoranza North Senior High Schools were professional teachers. 2 respondents representing 3.4% were having second degree (2nd degree) while 57 representing 96.6 were having 1st degree. None of the respondents was neither HND nor certificate 'A' 3 year Post Secondary Education (PSE).

Number of years taught and teaching experience of the participants were also of interest to the researcher. About 100% of respondents who filled the questionnaire had taught between (0-10) years in the school. This is because the schools were newly established and they have not spent more than ten years after establishment. However, most of the teachers had enough experience elsewhere before being posted to these schools. And the rest have at least ten years teaching experience which is enough.

Administrative functions of the respondents were of interest to the researcher. Out of 59 participants, 31 representing 52.5% were Form Masters and 12 representing 20.3% were also Heads of Department. And 4 (6.8%) were Assistant Headmasters.

All the teachers were grouped according to departmental basis. Out of 59 respondents who filled the form, 12 (20.3%) were from Science department, 24 (40.7%) were from General Arts department. 8 (13.6%) were from Business department while 7

(11.9%) were from Mathematics department and 8 (13.6%) were from Agriculture department.

Analysis and Discussion of the Results In Respect of the Research Questions.

4.3 Research Question 1: What is the level of job satisfaction among teachers in Nkoranza North Senior High Schools?

This subsection aims at assessing the level of job satisfaction among teachers in Nkoranza North Senior High Schools. The respondents were asked to indicate whether they were satisfied with their job in this modern Ghana. The respondents were therefore asked to indicate or tick one of the following items: Not Satisfied, Only Slightly Satisfied, Satisfied, Very Satisfied and Extremely Satisfied. The answers given by the participants were as shown in Table 4.2.

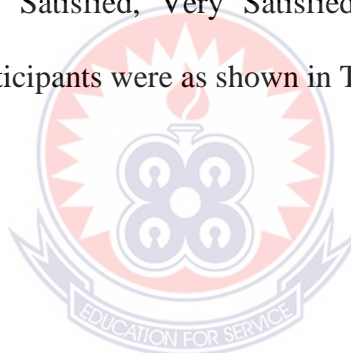


Table 4.2: Please indicate the degree to which you are satisfied with the following aspects of your job.

Item	NS	%	OSS	%	S	%	VS	%	ES	%
1. Recognition by my superior	5	8.5	9	15.3	25	42.4	20	33.9	0	0
2. Professional growth and development	25	42.4	14	23.7	15	25.4	5	8.5	0	0
3. Comfortability of Work environment and availability of TLMs	30	50.8	22	37.2	7	11.9	0	0	0	0
4. Quality and Quantity of work	0	0	20	33.9	37	62.7	2	3.4	0	0



Data in Table 4.2 indicates that 42.4% of the respondents were satisfied with the recognition they enjoy from their superiors while 33.9% of the participants were very satisfied with the type of recognition they receive from their managers. However, only 8.5% of the respondents were not satisfied with the type of recognition they enjoy from their superior. On a whole majority of the respondents were satisfied with the recognition they enjoy from their superior. This collaborates with Schuler (1980) as cited in Esia – Donkor and Bampoh – Addo (2007) that when employees are given the opportunity to be part in decision making concerning their work, clarity of roles and harmony are encouraged and attained. This according to them makes the employee feel regarded and needed.

Fenwick (2009) believed that, in increasing participation in educational decision making by a variety of stakeholders brings differing assumption, value positions and points of view to any problems situation.

Kuoze and Posner (2012) affirmed that, leaders like Jissica and Mark recognise contribution by showing appreciation for individual excellence. Such recognition can be one to one or with many people. Yukl (2010) explained that this category of behaviour involves leader concern for people and interpersonal relationship.

Robbins and Timothy (2011) stated that people get more out of work than merely money and other tangible achievements. Work also fulfils the need for social interaction. Not surprisingly, therefore, friendly and supportive co-workers lead to increased job satisfaction. The bosses behaviour is also a major factor; employee satisfaction is increased when the immediate supervisor is understanding and friendly offers praise for good performance, listens to employees opinions, and shows a personal interest in employees.

The table depicts again that 42.4% of the respondents were not satisfied at all of the professional growth and development in the teaching service, about 33.9% were satisfied with their professional growth and development.

So, in summary, majority of the respondents were not satisfied with professional growth and development in the teaching service.

This is in harmony with the view of Owens (2000) that training and development ensure employee improvement through approaches that emphasis self realization, self growth and self development as cited in Esia – Donkor and Bampoh – Addo (2009).

Hezberg, Mausner and Synderman (1959) found from the study that some five factors: achievement, recognition achievement, work itself, responsibility and advancement seemed to be strong determiners of job satisfaction. Cited in Bame (1991)

The table further reveals that majority of the respondents were not satisfied with the work environment and availability of resources such as TLMs in the teaching service because 50.8% and 11.9% were not satisfied and satisfied respectively in the teaching service. And 37.2% were only slightly satisfied.

National Centre for Educational Statistics (NCES), (1997) report on job satisfaction among American teachers opined that teachers in any school setting who receive a great deal of parental support in terms of teaching and learning materials are more satisfied than teachers who do not. Mankoe (2007) affirmed that flexibility in doing things in an organization created favourable attitudes thereby increasing morale of employee.

Another observation from the table was that 62.7% of the respondents were satisfied with the work life balance such as quality and quantity of work expected of them. Also 33.9 were only slightly satisfied. This implies that majority of the

respondent were satisfied with the work life balance or work itself such as quality and quantity of work expected of them.

4.4 Research Question 2: What is the level of motivation among teachers in Senior High Schools in Nkoranza North District?

Through research, various levels of motivation have been itemized. Managers should be aware of the views and feeling of their employees to know the right approach to curb the situation. The respondents were asked to select one of the Likert type items to express their opinions on level of motivation among themselves. Strongly Disagreed, Disagreed, Agreed and Strongly Agreed. The answers given by the respondents were as displayed in Table 3.

Table 4.3: Levels of teacher motivation

Item	SD		D		A		SA	
	F	%	F	%	F	%	F	%
1. Present salary is in relation to your knowledge and task.	20	33.9	39	66.1	0	0	0	0
2. Incentives and fringe benefits motivate you	19	32.2	35	59.3	5	8.5	0	0
3. Retirement benefit is good for your living	40	67.8	15	25.4	4	6.8	0	0
4. Competiveness of condition of service with similar job elsewhere	26	44.1	30	50.8	3	5.1	0	0

The frequency distribution of teachers responses indicated that 66.1% of the respondents disagreed that their present salary is in relation to their knowledge experience and task while 33.9% of the respondents also strongly disagreed to the above assertion. In a whole all the participants disagreed that their present salaries are not in relation to their knowledge experience and task

One Director of Education, Mr George Macdonald commenting on the effects of poor salaries for teachers in his 1893/94 report to Governor wrote “Salaries, I regret to say are extremely low, and in consequence the ranks of those engaged in teaching are constantly and regularly being thinned by the desertion of many who have commenced work as teachers into other branches of employment which offer more adequate payment for labour performed” (Bame, 1991:53)

UNESCO (1966: 64) recommendation on teachers salaries read as follows “ Teachers salaries should (a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibility of all kinds which fall upon them from time of their entry into service. (b) compare favourably with salaries paid in other occupation requiring similar or equivalent qualification. (c) provide teachers with the means to ensure a reasonable standard of living in further education”

Robbins and Timothy (2011) opined that you’ve probably noticed that pay comes up often when people discuss job satisfaction. For example, those who are poor or who live in a poor country, pay does correlate with job satisfaction and overall happiness. They continued on (page 124) that employees want pay systems they perceive as just unambiguous, and in line with their expectations. When they see pay as fair-based on job demands, individual skill level, and community pay standards satisfaction is likely to result.

Pilbeam and Corbridge (2010) affirmed that, a narrow banded graded pay structure produces a higher number of grades and this can reduce organizational flexibility because of the reduced scope for pay enhancement.

The data also depicts that majority of the respondents disagreed the item 2 entirely because 32.2% and 59.3% strongly disagreed and disagreed respectively that, “incentives and fringe benefits provided to you as a teacher motivate you for better delivery”. However, only 8.5% agreed to this item. Paragaph (2004) stated that the pecuniary motives that are likely to be dominant among teachers in less developed countries where pay and other material benefits are too low for individual needs to be met. He continued that low morale, low job satisfaction and low incentives among teachers in less developed countries eventually affect teachers performance.

It was realized on the same table that 67.8% of the respondents strongly disagreed on item 3 while 25.4% disagreed that, retirement benefit is good for your living even when not in the teaching service. Notwithstanding, only 6.8% agreed to this item 3. This can be deduced that majority of the respondents disagreed to this item 3.

Kremmerer and Thaigarajan, (1989) cited in Amisah, Sam- Tagoe, Amoah and Mereku (2000) opined that salaries and benefits are major elements that motivate individuals in all profession. The data for item 4 revealed that 44.1% and 50.8% of the respondents were strongly disagreed and disagreed respectively that the whole condition of service in GES is better to you as a teacher when compare to similar job elsewhere. Only 5.1% agreed to this item.

This proves that majority of teachers in Nkoranza North Senior High schools were receiving poor condition of service as compare to similar job elsewhere. Kelsall and Kelsall (1969) as cited in Bame (1991) are of the view that teachers use of civil servants as their comparison group with regard to salary and other condition of

service seems to explain why they felt relatively deprived, because they had evidence to show that there was a disparity between their pay and other conditions of service and those of their comparable counterparts in the civil service.

4.5 Research Question 3: Which factors affect job satisfaction, teacher motivation and effectiveness in Nkoranza North Senior High Schools?

Research question three examined various factors affecting job satisfaction, teacher motivation and effectiveness.

The respondents were asked to express their views whether they strongly disagreed, disagreed, agreed or strongly agreed to each of the questionnaire items. Their responses were presented in Table 4.



Table 4.4: Factors affecting job satisfaction, teacher motivation and effectiveness

Item	SD		D		A		SA	
	F	%	F	%	F	%	F	%
1. Teachers attrition is as a result of low salaries received	0	0	9	15.3	20	33.9	30	50.8
2. Poor Performance is a result of poor work environment	0	0	10	16.9	30	50.8	19	32.2
3. Lack of professional growth and development bring about ineffectiveness.	0	0	5	8.5	39	66.1	15	25.4
4. Poor condition of service demotivate teachers	0	0	0	0	30	50.8	29	49.2

Four questionnaire items were considered under this research question. It could be depicted from the table that, majority of the respondents agreed that teachers attrition in the country is as a result of low salaries received. This is because 33.9% agreed to this item while 50.8% strongly agreed to this item. Only 15.3% disagreed to it. This indicates that teachers in Nkoranza North Senior High Schools receive low salaries and as a result and they are willing to leave the teaching service.

McDonald (1999) is in the view that, the majority of teachers leave the profession before they reach retirement age. Teacher attrition has been studied in relation to working conditions as well as the personal characteristics of teachers' life situation and teachers' roles, responsibilities and status.

This also is in line with Dolton and Marcenaro - Gutierrez (2011) that levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long.

A careful study of the table indicates that majority of the respondents were in agreement that poor academic performance in the country is due to unavailability of resources and work environment. The table showed that 50.8% and 32.2% agreed and strongly agreed respectively to item 2. Only 16.9% disagreed. This implies that teachers in the district were in agreement to item 2.

Internationally, a plethora of research on motivation (Agezo , 2010) have found that teacher motivation is associated with student learning outcomes.

According to (Chiresha & Shumba 2010) once teachers receive attractive remuneration they would be satisfied with their job and this in turn, is tied to work performance, including involvement, commitment and good performance in students.

Robbins and Timothy (2011) confirmed that, employees want their work environment both to be safe and personally comfortable and to facilitate their doing a

good job. Most prefer working relatively in clean and up-to-date facilities with adequate tools and equipment.

From table 4, respondents gave different views on items 3 that lack of professional growth and development affect teacher effectiveness in the service. Greater number of respondents; 66.1% agreed to the statement whilst 25.4% also strongly agreed to it. Only few which was 8.5% disagreed to the statement. This tells you that majority of the respondents was in support of the statement.

According to (Cousins and Walker, 1995 & Guskey, 1958,) teachers with high self – efficacy beliefs are more likely than teachers with a low sense of self – efficacy to implement didactic innovations in the classroom and to use classroom management approaches and adequate teaching methods that encourage students autonomy and reduce custodial control.

Feldman and Arnold (1983) are in support of the above theorist and said, nevertheless, the desires to be promoted are strong, especially among business executives (porter, 1962) (Locked 1976) suggests that the roots of this desire for promotion include the desire for higher earnings, the desire for social status, the desire for psychological growth (made possible by greater responsibility)

With regard to the factors affecting job satisfaction, teacher motivation and effectiveness, the data indicates that 50.8% agreed that inadequate benefits, incentives and good condition of service dissatisfy and demotivate teachers for better delivery while 49.2% strongly agreed to the statement. In the whole all the respondents agreed to the assertion of item 4.

According to (Olatunji, 2011; Young, Delli, Miller – Smith and Buster, 2004) teachers receive remuneration in exchange for their services to their employer and this remuneration determines for most of them, the quality of life they can enjoy. Apart

from enhancing teachers quality of life, attractive and sustainable remuneration of self – worth both as employees and as individuals.

According to (Stephen, Judge, Millett and Waters –Marsh (2008 : 88) the idea that “happy workers are productive workers”. Based on this conclusion, managers work to make their employees happier by focusing on working conditions and the work environment. Cumulatively, these rewards, in turn, increase level of satisfaction with the job.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter of the research work. It seeks to reveal the major findings of the research and how it has contributed to the development of the existing knowledge. This chapter includes summary of the research process, conclusion and recommendations for stakeholders in order to improve upon teacher job satisfaction and motivation in Nkoranza North Senior High Schools.

5.2. Summary of Findings

The study was conducted to assess job satisfaction and motivation among teachers of Nkoranza North Senior High Schools. Three objectives were raised to assess teachers' job satisfaction and motivation. It was found that the respondents were satisfied with recognition in the teaching profession by their superior. They were also satisfied with work life balance or work itself such as quality and quantity of work expected of them. However, the teachers were dissatisfied with professional growth and development as well as the work environment and resources such as availability of TLMs.

Another finding from the study was that the respondents disagreed that their present salary is in relation to their knowledge experience and task. They were not happy about incentives and fringe benefits provide to them as teachers to motivate them for better delivery. The teachers were unhappy about their retirement benefits they received. They also disagreed or refuted the idea that the condition of service in GES is better to off as teachers when compared to similar job elsewhere.

The study also revealed that teachers of Senior High Schools under study agreed to teacher attrition and poor academic performance in the country are as a result of low salaries received and unavailability of resources. The teachers were not content with the professional growth and development and as a result affect teacher effectiveness in the service. The study revealed again that the teachers were dissatisfied with benefits, incentives and condition of service. This demotivate them and affect job satisfaction and teacher motivation and effectiveness.

5.3. Conclusions

It is significant and worth noting that job satisfaction and teacher motivation are inevitable in the teaching service. The findings received and the literature reviewed affirmed that teachers must be satisfied and motivated in order to get to their maximum best.

One conclusion drawn from the study was that recognition of teachers by their superior in the teaching profession would promote self – reliance, confidence and participation which satisfy workers to work harder.

Another conclusion was that professional growth and development upgrade employees' knowledge to acquire skills and promote achievement too. This ginger workers to impart the new knowledge to the students and this promote effective teaching and learning.

It can also be concluded that the availability of Teaching and Learning Materials (TLMs) and work life balance help students to understand concept better. This brings about effective learning.

Another inference that can be made from the findings was that if teachers' salaries are upgraded to their knowledge experience and task, they will be motivated

to work up to their expectation. The respondent's lack of incentives and fringe benefits can demotivate and demoralize them which can bring about poor delivery.

Also teachers retirement token given to them can demoralize them and can lead to absenteeism and lateness.

It can be inferred that poor condition of service can lead to teachers attrition and turn – over. Conclusively, job satisfaction and teacher motivation should be encouraged in the teaching profession to promote teachers to perform creditably to uplift the image of the profession to make the teaching profession an attractive one.

I have explored and analysed various views of theorist and respondents regarding the implications of job satisfaction and teacher motivation of how to address issues and recommendations to enhance practice in the contemporary teaching profession.

5.4. Recommendations

Based on the findings and conclusions drawn, these recommendations are provided.

- a. Administrators of Nkoranza North Senior High Schools should involve teachers in decision making and delegate responsibilities to them.
- b. The government should create avenues for teacher's professional growth and development such as study leave with or without pay, workshops and refresher courses.
- c. Management of the schools should provide Teaching and Learning Materials to the teachers, create and furnish I.C.T and Science laboratory. This will facilitate learning and improve students' psychomotor and cognitive domain.
- d. The government should improve teachers' salaries. Salary is a hygiene factor as well as motivator. This salary increase will motivate teachers to perform creditably and improve students' performance in the district.

- e. The government should also standardize salaries of workers in the public sector. Because the problem of salaries disparities prompt teachers to compare their salaries to other sectors. This demotivates teachers to teach from their hearts.
- f. Benefits, incentives should be equally distributed among public sector workers.
- g. Promotions conducted by the management should be devoid of bias.
- h. Domestic accommodation and office accommodation should be provided to the teachers on campuses to facilitate the administration of the schools.
- i. I suggest that future researchers should conduct an investigative study on determinants of job performance and teacher personality in Ghana.



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APPENDIX

QUESTIONNAIRE FOR TEACHERS

PERSONAL DATA OF RESPONDENTS

1. What is your age? (Please tick)
 20 – 30 31 – 40 41 – 50 51 – 60
2. What is your gender? Male Female
3. Marital status: Single Married Separated
Others
4. Your school or institution: Public Private
5. What is your highest qualification or educational level?
(MED, MA, MSC, MBA) Bachelor Degree HND
Others please specify
6. What is the number of years spent in the present school.
0 – 10 11 – 20 21 - 30 31 – 40
7. Indicate position occupy in school:
Assistant headmaster Head of department
House Master Form Master
Others please specify
.....
8. Please specify the department in which you are teaching
Science General Arts Languages Business
Visual Arts Mathematics Others please specify
.....

LEVEL OF JOB SATISFACTION

Please tick one of the following Likert type items: Not satisfied, Only slightly satisfied, Satisfied, Very satisfied, Extremely satisfied

1. Are you satisfied with recognition in the teaching profession by your superior?
 Not satisfied Only slightly satisfied Satisfied

Very satisfied Extremely satisfied

2. Are you satisfied with professional growth and development in the teaching service?

Not satisfied Only slightly satisfied Satisfied

Very satisfied Extremely satisfied

3. Are you satisfied with work environment and resources such as availability of TLMs?

Not satisfied Only slightly satisfied Satisfied

Very Satisfied Extremely Satisfied

4. Are you satisfied with work life balance or work itself such as quality and quantity of work expected of you.

Not satisfied Only slightly satisfied satisfied

Very satisfied Extremely satisfied

LEVELS OF TEACHER MOTIVATION

Likert – type scale ranging from 1 – 4 where 1 = Strongly Disagreed 2 = Disagreed 3 = Agreed 4 = Strongly agreed

5. Your present salary is in relation to your knowledge experience and task.

1 [] 2 [] 3 [] 4 []

6. Incentives and fringe benefits provided to you as a teacher motivate you for better delivery.

1 [] 2 [] 3 [] 4 []

7. Retirement benefit is good for your living even when not in the teaching service.

1 [] 2 [] 3 [] 4 []

8. The whole condition of service in GES is better to you as a teacher when compare to similar job elsewhere.

1 [] 2 [] 3 [] 4 []

**FACTORS AFFECTING JOB SATISFACTION, TEACHER MOTIVATION
AND EFFECTIVENESS**

9. Teachers attrition or brain – drain in the country is as a result of low salaries received.

1 [] 2 [] 3 [] 4 []

10. Poor academic performance in the country is due to inavailability of resources and work environment.

1 [] 2 [] 3 [] 4 []

11. Lack of professional growth and development affect teacher effectiveness in the service.

1 [] 2 [] 3 [] 4 []

12. Inadequate benefits, incentives and good condition of service dissatisfy and demotivate teachers for better delivery.

1 [] 2 [] 3 [] 4 []