Full Length Research Paper

Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana

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Abstract

Undoubtedly the most precious asset of every society or organization is its human resource. For human capital to spawn appreciable impact on the socio-economic development, investment in education, training, learning, health and nutrition of people are essential. This reality implies that teachers occupy a central role in the social and economic development of their societies. Despite this role, knowledge about what motivate and satisfy teachers within the education industry is limited. This study therefore, sought to contribute to the sketchy knowledge about the underlying factors that are important to teachers, those that motivate and satisfy them and those that cause them to leave the teaching profession. To investigate the concerns therefore, a sample size of 178 respondents from seven (7) Public Senior High Schools in the Tamale Metropolis were interviewed using self administered questionnaires reaching 143 males and 35 female teachers. The main finding of the study is that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. There was also the general perception of inequity among teachers when they compare themselves with their colleagues with the same qualifications, experience and responsibilities in non-teaching organizations and therefore feel unfairly treated as professional teachers. They were equally dissatisfied with their pay compared to their inputs (skills, ability, and work load) as espoused by Adams' equity theory of motivation. The paper recommends that participatory management decision making processes should be adopted to help resolve the issues emanating from the research particularly relating to the "intrinsic" de-motivating factors which could be addressed by the top management of most Senior High schools.

Keywords: Ghana, Human capital, Motivation, Job-satisfaction, Education, Teaching profession, Senior High School

INTRODUCTION

Organizations exist because there are human beings who direct their existence. It is important to remember, however, that individuals are only assets in so far as they choose to invest knowledge and skills that benefit their organizations. This implies that, in a nation or an organizational setup, the most important of all the resources (assets) is the human resources. This partly accounts for the current interest in Human Resource Accounting (HRA), given that apart from it being important, it is also the most expensive and difficult to

retain. Utuka (2001) echoing what has been alluded to, earlier by Schultz (1980) noted that human capital is an important input and forms the basis for wealth creation. It is the active agent of production who accumulate capital, exploit natural resources, build and develop social, political and economic organizations, and plan national development programmes.

Countries must therefore develop the skills and knowledge of their people and utilize them effectively in order for the nation to develop. This brings to the fore the importance of education. Research evidence indicates that, for human capital to spawn perceptible impact on economic development, a nation needs to have a minimum critical mass of at least 70 percent or more literate population. This is evidenced by the fact that, at the time of Ghana's independence, countries that invested heavily in education have higher per capita income now than countries that did not (Pasha et al, 1999).

At the core of a nation's human capital formation is the teacher. Although modern infrastructural facilities are essential in educational institutions, it is largely the work of the teacher that determines the degree of success or failure in the institution's effort to contribute towards the achievement of national educational development goals. It is the teacher who gives the institution its credibility and determines its character. The teacher is the vehicle through which knowledge is generated and skills developed (Wicke, 1964). Therefore, the role of the teacher in human capital formation is very critical and therefore whatever is required to boost the morale and retain teachers in our educational institutions is of paramount importance. Recognizing that, the teacher is both an embodiment of human capital and also the channel through which the human resource of a nation is developed.

The relevance of job satisfaction and motivation are therefore very serious to the long-term growth and development of any educational system. They probably rank alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of an educational system's success and performance. Professional knowledge, skills and core competencies occur when one feels effective in one's behaviour. Professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003).

The above factors are closely similar to efficacy, and, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work cannot be over emphasize and are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, job satisfaction in this context is the ability of the teaching

profession or job to meet teachers' needs and improve their job/teaching performance.

Interest in job motivation and satisfaction has attracted attention in recent years. For decades, researchers have been concerned with the job satisfaction, job performance relationship. The implicit assumption guiding this research has been that a happy worker is a productive worker. Research on the topic of job satisfaction has been conducted in the past 65 years (Koutelios, 2001). It is estimated that there are over 5000 studies of job satisfaction which have been published as at 1992. Much of these researches have been based on the explicit assumptions that the lack of job satisfaction is a potential determinant of absenteeism, high labour turnover, in-role job performance and extra-role behaviours and also that, the primary antecedents of job attitude are within management ability to influence.

Teachers in Ghana as elsewhere are expected to render a very high job performance, and the Ministry of Education (MOE) is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and context of educations' motivational methods and tools cannot be over emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2004, 2005). This explains why nations and organizations have become interested in motivation which leads to job satisfaction of their employees with the view to retain, maintain and utilize them to the best of their abilities. Most research on teachers in Ghana has concentrated on the recruitment of teachers and how it affects retention (Utuka 2001; Asmah, 1999 etc), without examining what teachers are looking for in their work. According to Ingersoll (2001) recruitment programs would not solve staffing problems in schools; instead, the organizational causes of low teacher retention should be considered. One factor driving the need to support teachers is the critical and growing shortage of professional staff in public schools. Equally worrying is that, teachers new to the profession continue to leave in large numbers. Available evidence show that, up to, 30 percent of new teachers posted in more deprived districts leave within the first 5 years in the USA (Darling-Hammond, 2001). Data on Ghana's situation is not readily available, but the attrition rate of teachers may not be different if not worse. For example, a study on causes and consequences of teacher attrition in Senior High Schools (SHS) in the Greater Accra Region, it was discovered that 88 percent of the respondents (94% males and 86% female teachers) indicated their intention to leave the teaching profession (Spio, 1999). Given these statistics, the necessity for retaining teachers, particularly in critical areas, is evident.

In a study conducted by Ingersoll (2001), that specifically examined employee dissatisfaction in both public and private school, it was discovered that "school staffing problems are not primarily due to teacher shortages but to excessive demands resulting from a 'revolving door' where large numbers of qualified teachers depart their jobs for reasons other than retirement". Ingersoll (2001) notes, as do Maslach and Leiter (1997), that previous data on job dissatisfaction and turnover had centered on the individual. Viewing the school as an organization, Ingersoll argues that there are characteristics and conditions that have been overlooked or discounted in previous research. He finds four factors, including insufficient support from school administration; discipline problems with students; insufficient participation in school-wide decision-making; and low salary to be of equal cause for both the migration of teachers between schools and in their actual leaving of the profession. The evidence worldwide suggests that a lot of research has been done on job satisfaction in the business sector, a few in the educational sector, especially on teachers (Oshagbemi, 2003), hence, the need for research on teachers' motivation and job satisfaction. The rest of the paper is divided into four sections. The next section examines the theoretical perspectives and concludes with a conceptual framework adopted for the paper. Section three deals with the results and discussion while the final section discusses the policy implications of the findings and make some recommendations.

Theoretical perspective and conceptual framework

The concept of motivation is used to describe the factors within an individual, which arouse, maintain and channel behaviour towards a goal - *motivation is goal-directed behaviour (*Franken, 1994) Golembiewski (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal. Hoy and Miskel (1987), see employee motivation as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. From the psychology literature there is a general consensus that motivation is an '*internal state'* or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour (individual or organisational) and give it direction.

Many researchers are now beginning to acknowledge that the factors that initiate behaviour are likely to be different from the factors that provide for its persistence. Most motivation theorists assume that motivation is involved in the performance of all learned responses i.e. a learned behaviour will not occur unless it is energized. The major question among psychologists, in general, is whether m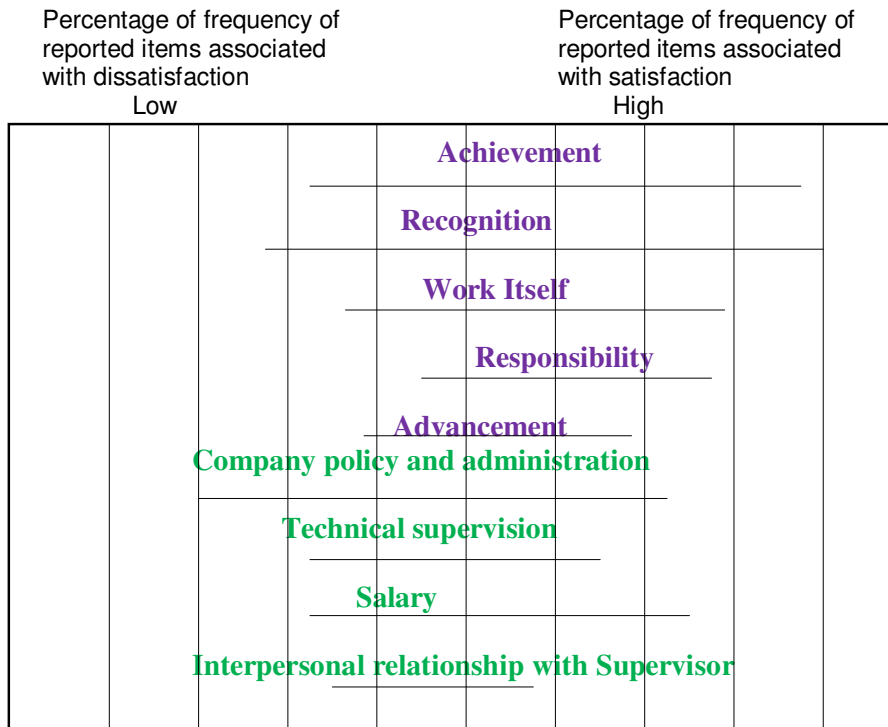otivation is a primary or secondary influence on behaviour. For instance, are changes in behaviour better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent (Huitt, 2001).

Current understanding of motivation has also been influenced by psychoanalytic theories. Freud (1990) suggested that all action or behaviour is a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). Erikson (1993) and Sullivan (1968) have argued that interpersonal and social relationships are fundamental. While Adler (1989) favoured power, Jung (1997) is convinced of temperament and search for soul or personal meaningfulness.

Peretomode (1991) citing Gibson, *et al.* posits that motivation and job satisfaction are related terms but are not synonymous and acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with 'goal-directed behaviour', job satisfaction refers to 'the fulfillment acquired' by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Peretomode (1991) also argue that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated worker is easy to spot the person's agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

From humanistic theories standpoint, one of the most influential writers in the area of motivation is Abraham Maslow (1954). His theory of the five hierarchy of human needs, namely: *physiological/biological; safety; love; esteem; and self-actualization* are well articulated in the literature. Later studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler and Suttle (1972), it has thus become the basis to developing a grand theory of motivation and many continue to find the hierarchy model very attractive (Naylor, 1999).

For instance, Leonard, et al. (1995; cited by Huitt, 2001 :) proposition of five factors as sources of information of motivation was based on Maslow's hierarchy of needs model. They include: (i) Instrumental Motivation (rewards and punishers); (ii) Intrinsic Process Motivation (enjoyment, fun); (iii) Goal Internalization (self-determined values and goals); (iv) Internal Self Concept-based Motivation (matching behaviour with internally-developed ideal self); and (v) External Self Concept-based Motivation (matching behaviour with externally-developed ideal self). The reality in practice is that individuals are influenced by all five factors, though in varying degrees that can change in sp-ecific situations. Factors one and five are both externally

Percentage of frequency of
reported items associated
with dissatisfaction
Low

Percentage of frequency of
reported items associated
with satisfaction
High

Achievement

Recognition

Work Itself

Responsibility

Advancement

Company policy and administration

Technical supervision

Salary

Interpersonal relationship with Supervisor

Source: Schoderbek, Cosier and Aplin (1988: 270)

Figure 1. Factors of job satisfaction

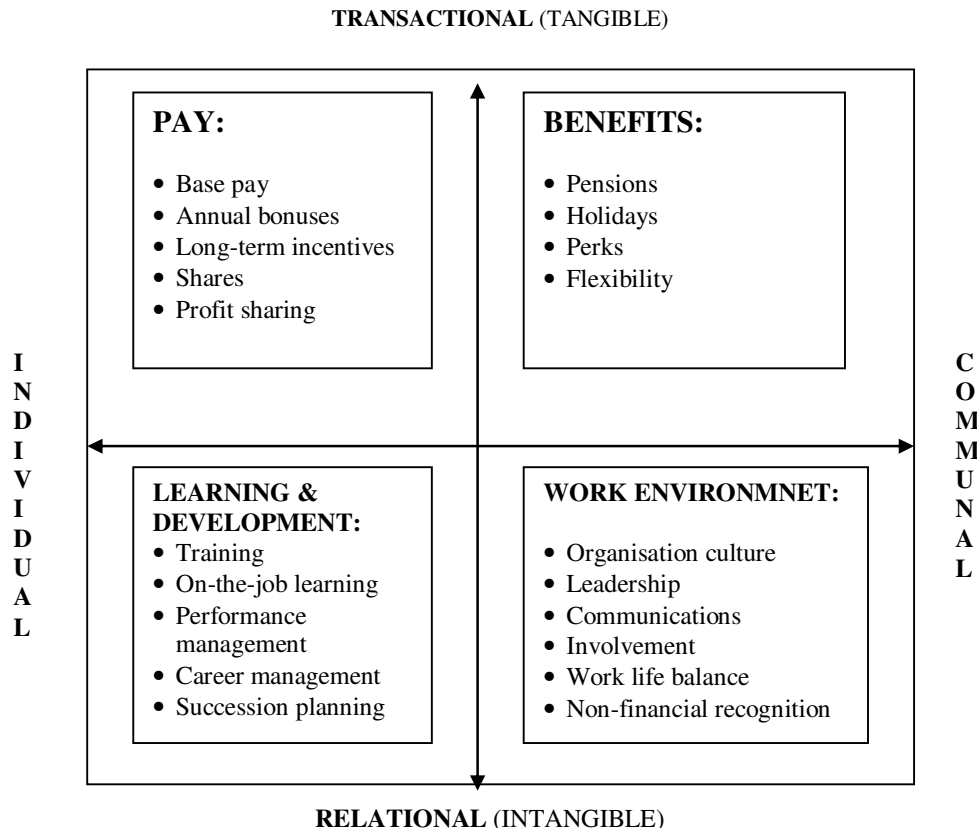oriented, while Factors two, three, and four are more internally-oriented Huitt (2001).

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers Thus, they see job satisfaction and dissatisfaction as independent and referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The hygiene factors (indicated in green in figure 1) such as company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions are all associated with job content. The authors indicate that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers (Figure 1).

Herzberg et al. (1959) further identify motivating factors as those factors that make workers work harder and argue that those factors are associated with job context or what people actually do in their work and classify them as follows: achievement, recognition, work itself, responsibility and advancement (see colour blue in figure 1). Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. In their view, the opposite of 'dissatisfaction' is not 'satisfaction' but 'no dissatisfaction'. Implying that that both 'hygiene factors'

and 'motivators' are important but in different ways (Naylor 1999).

The application of these concepts to educational working environment could be understood as follows: if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective should be focused. Additionally, 'highly motivated' and 'need satisfied' teachers can create/innovate a good social, psychological and physical climate in the classroom. The common sense appeal is that teachers appear able to integrate professional knowledge (subject matter and pedagogy), inter-personal knowledge (human relationships), and intra-personal knowledge (ethics and reflective capacity) when the person is satisfied with the job (Collinson, 1996; Rosenholtz, 1989; Connell and Ryan, 1984). Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone and Pennel, 1993; Johnson, 1990; Rosenholtz, 1989).

In contrast, extrinsic incentives, such as merit pay or

TRANSACTIONAL (TANGIBLE)

PAY:	**BENEFITS:**
• Base pay	• Pensions
• Annual bonuses	• Holidays
• Long-term incentives	• Perks
• Shares	• Flexibility
• Profit sharing	
LEARNING & DEVELOPMENT:	**WORK ENVIRONMNET:**
• Training	• Organisation culture
• On-the-job learning	• Leadership
• Performance management	• Communications
• Career management	• Involvement
• Succession planning	• Work life balance
	• Non-financial recognition

(Left axis: **INDIVIDUAL**; Right axis: **COMMUNAL**)

RELATIONAL (INTANGIBLE)

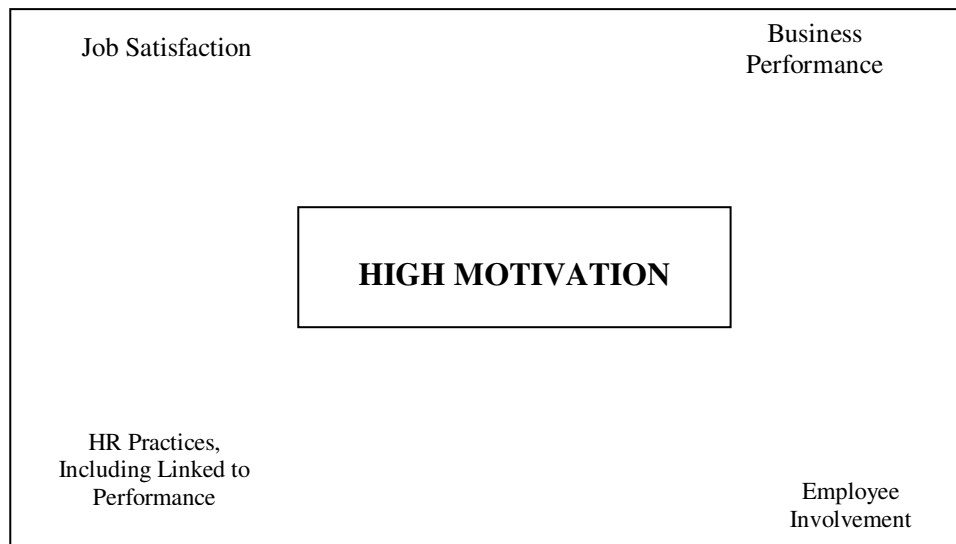**Source:** Brown (2000:32)

Figure 2. A Model of total rewards

effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Based on the above concerns, Brown (2000) has suggested that a useful way of thinking about motivating people keeping them satisfied in their job could be achieved with the adoption of the 'Total Rewards Model' illustrated in Figure 2

Brown's (2000) argument is that it is in the bottom two boxes in Figure 2 that the source of sustained, enthused, high-performer motivation really lies. Thus the 'Total-Rewards Model' working philosophy is making use the full range of tools at leadership disposal, and across all four boxes. It can thus from Brown's total reward model that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

Some commentators have argued that an adopted style of management is a function of the leader's attitudes towards human nature and motivational behaviour at work. It is believed that McGregor's (1987) two propositions, commonly known as, 'Theory X' and 'Theory Y', summaries a whole set of common assumptions adopted by managers/leaders which in turn determine the nature of the employee response and attitudes towards their work and other people. Theory X, which has favour with the followers of scientific management assumes, that people are lazy (avoid responsibility) and incapable of supervising their own activities' (Analoui, 1999). Whilst theory Y argues that, 'people are naturally active and willing to undertake work. Therefore management do not have to resort to 'carrot' and 'stick' as a means of managing people at work (Walton, 1980). Invariably, the burden of responsibility is placed on the leaders of organizations since it is geared towards empowering a leadership style that promotes group dynamics, effective communication and participatory management and the motivation of the entire workforce. Failing to do so, the managers/leaders of organizations (whether public or private), erode the self-confidence and self esteem of the human resource of their organization resulting in a workforce reluctant to gain a better self-image and self-awareness (Analoui, 2002).

Job Satisfaction

Business
Performance

HIGH MOTIVATION

HR Practices,
Including Linked to
Performance

Employee
Involvement

Source: Brown (2000:30)

Figure 3. The significant relationship motivated workforce and business success

Brown (2000) reported findings from research into small and medium-sized enterprises by the University of Sheffield and the Institute of Personnel and Development (IPD) to show the powerful, self-reinforcing links between workforce motivation and commitment and business success (see Figure 3). Some motivational research results demonstrate fairly positive sides to the search for what some academics have called 'the holy grail of trust, motivation and commitment'.

According to Pearson, et al (1991) management policies, practices and style - (the bottom leg in Figure 3) do have a highly positive effect if one gets them right. Coupled with the way one do recruitment, training and develop people, the opportunities, challenge and environment provided, the way people are paid and rewarded, are all critical ingredients in the high motivation menu. Most frustratingly however, the research evidence shows explicitly that there is no one single, universally successful recipe for success. Policies and practices have to be tailored to the type of organisation (public/private) and the type of people who work for the enterprise (Brown, 2000). Yet what seem to work in practice is to invest in people and treat them like 'assets' rather than 'costs' and second, management/leadership needs to communicate with, involve and empower the employees – another powerful re-enforcer that invariably comes out strongly from the research (See Figure3).
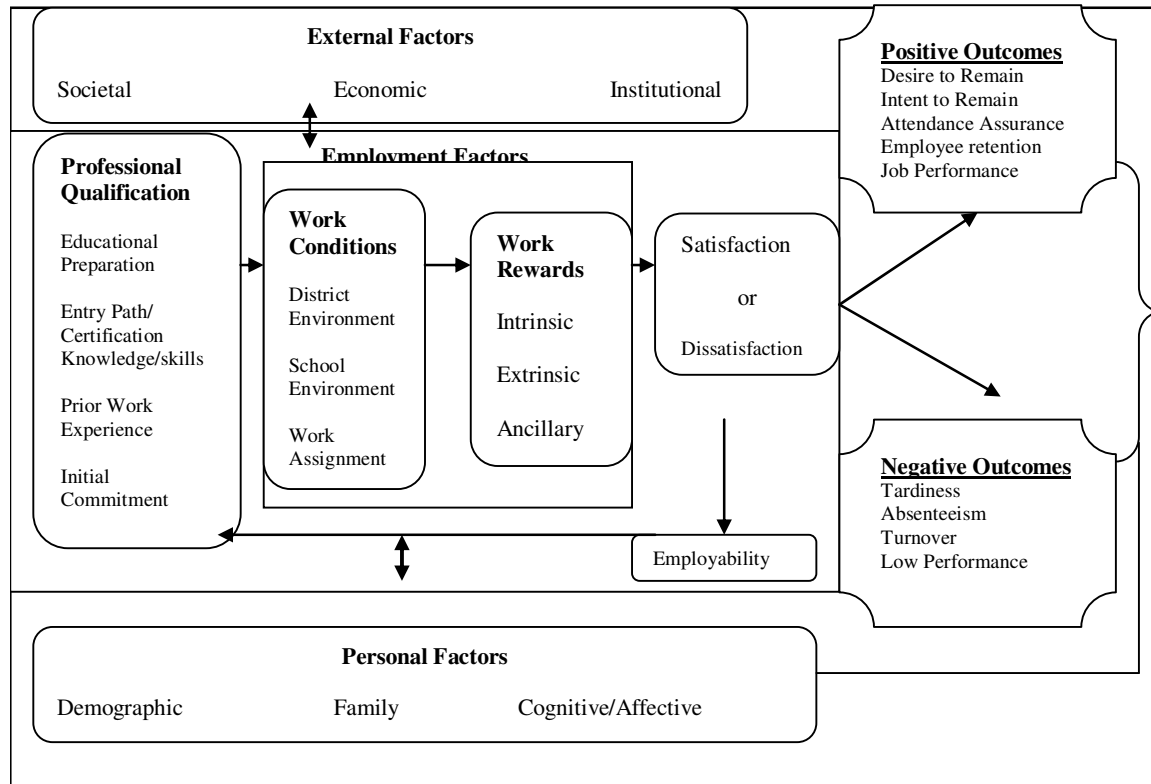
The equity model of motivation

Equity theory compliments expectancy and needs-based theories by focusing on how people perceive the relationship between the outcomes they receive from their job and organisation and the inputs they contribute. According to Kreitner and Kinicki (2001), equity theory is based on cognitive dissonance theory developed by social psychologist Leon Festinger in the 1950s. From Festinger's theory, people are motivated to maintain consistency between their cognitive beliefs and their perceived behaviour, perceived inconsistencies which create cognitive dissonance or psychological discomfort, which in turn motivates corrective action. Clinical psychologist, Stacy Adams pioneered the application of equity principle to the work place. Adams points out that, two primary components are involved in the employee-employer exchange, inputs and outcomes. An employee's input, for which he/she expects a just return, includes education, experience, skills and effort. On the outcome side of the exchange, the organisation provides such things as pay, fringe benefits and recognition.

This theory of work motivation proposed by Adams is drawn from the principle of social comparison. For instance, how hard a person is willing to work is a function of comparison with the efforts of others. This theory has perceptual, as well as social bases and suggests that motivation has a social rather than biological origin (Steers, Mooday and Porter, 1991).

Motivation is influenced by the comparison of one's own outcome/inputs ratio with the outcome/input ratio of a referent (Jones, Jennifer, George & Charles, 2000). People tend to compare themselves to other individuals with whom they have close interpersonal ties such as friends and/or similar others such as people performing the same job or individuals of the same gender or educational level rather than dissimilar others. In this context therefore, we are considering equiva-lent educational level and pay of teachers with significant

Source: Adapted from Bassy (2002), Jones, et al, (2000) Brown (2000)

Figure 4. The equity model

others in non-teaching fields. Equity calculation is given by:

Equity theory equation $\longrightarrow$ $\dfrac{Outcomes\ Self}{Inputs\ self} = \dfrac{Outcomes\ Others}{Inputs\ Others}$

There are three types of equity relationships: equity, negative inequity, and positive inequity. Equity exists for an individual when his or her ratio of perceived outcomes to inputs is equal to the ratio of outcomes to inputs for a relevant other. However, if the relevant other enjoys greater outcomes for similar inputs/qualification, negative inequity will be perceived. On the other hand, a person will experience positive inequity when his or her outcome to input ratio is greater than that of the relevant other.

Conceptual framework

Mullins (1999) notes that needs and expectations can be economic rewards, intrinsic satisfaction, and social relationships. Economic rewards, which are pay, fringe benefits and material goods, are instrumental orientation to work. Intrinsic satisfaction is provided by the work itself and represents a personal orientation to work.

Friendships, teamwork, and the need for affiliation are part of social relationships that constitute the relational orientation to work. The relative strength of all the three categories of needs and expectations together with the extent to which they are satisfied determines an individual's motivation, job satisfaction and job performance. As a result of individual differences in preferences (personal and external factors), some teachers may favour economic rewards, while others may prefer intrinsic satisfaction and/or social relationships; these preferences may vary over time. However, two broad classifications identified in the literature namely, intrinsic and extrinsic motivation, are adopted for the purpose of this study. A third dimension is ancillary factors that have to do with equity and expectancy theories of motivation that also affect teachers' career decisions.

In the framework illustrated in Figure 4, intrinsic motivation is defined to include the following factors: recognition, achievement, possibility of growth, advancement, work itself, responsibility, and status. Extrinsically motivated behaviour is behaviour that is performed to acquire material or social rewards or to avoid punishment; the source of motivation is the consequences of the behaviour, not the behaviour itself (Jones, et al, 2000). It refers to tangible rewards such as

pay, fringe benefits, work environments, working conditions, and job security (Bassy, 2002). Extrinsic motives cannot be satisfied by the work itself. Rather, satisfaction comes from the outcome of the work such as money.

In this model, extrinsic factors of motivation as indicated in Figure 4 include; supervision, interesting work, equity, salary, school policy, job security, discipline, interpersonal relations, students discipline, incentives, and working conditions. Thus a job satisfaction is defined to be "the presence or absence of the various motivation factors" examined in this research. As illustrated in Figure 4, motivation factors (work rewards) listed are extrinsic, intrinsic, and ancillary. The presence or absence of these factors together determines the degree of satisfaction or dissatisfaction. As noted in the literature, what motivate are influenced by (1) personal factors: demographic (individual characteristics - age, education, gender etc), family   size and cognitive/affective (the teacher's awareness, perception, judgment and emotions).

From the conceptual framework, what affect the level of satisfaction are the employment factors of professional qualification, work conditions and rewards teachers receive from their work. Teachers enter the profession with qualifications, knowledge, skills and abilities, and experience based on which they could be employed in the teaching service and thus expect rewards for their services in the form of intrinsic, extrinsic and ancillary rewards taking into consideration city/town environment, school environment and work assignment. However, these factors cannot be taken in isolation because other factors external to the individual's work environment, which include societal values, economic conditions in a nation and existing institutional arrangements, influence these employment factors. The employment factors are also influenced by personal factors, which are demographic, family and affective/cognition of the individual teacher. All these put together determine the level of satisfaction and career decisions grouped into positive outcomes and negative outcomes in the model. For example, if the teacher is satisfied with his or her work then, *ceteris paribus*, there would be positive outcomes (desire to remain, intend to remain, attendance, retention, and job performance). On the other hand dissatisfaction results in negative outcomes such as tardiness, absenteeism and finally turnover.

SCOPE OF STUDY AND METHODOLOGY

The Northern Region is the largest political and administrative region of Ghana, comprising 41 percent of Ghana's land area, but has the lowest population density of all the ten regions in Ghana. It has a population of 1,820,806 which is about 20 percent of the coun-try's population *(Population Census, 2000).* Tamale, the administrative headquarters of the Northern Region is located in the West Dagomba District.

There are seven (7) Public Senior High Schools (PSHS), four (4) Mission Senior High Schools (MSHS) and one (1) Private Senior High School making all totalling twelve (12). The study will cover only the public schools in the metropolis. The research is a cross-sectional survey design, which combined both qualitative and quantitative research methods to make use of the inherent advantages of both types of research approaches (Creswell, 2003; Kumar, 1999). This design strategy was chosen in order to get deeper understanding of what motivates teachers, and thus their level of satisfaction. Table 1 gives a vivid explanation of the sampling technique applied.

The study population was all teaching staff in Senior High Schools, but target population consist of only the teaching staff in the seven 7) Public Senior High Schools in the Tamale Metropolis. This population was chosen because Tamale is by far the biggest town in Northern Ghana and has reputable educational institutions in the region. Tamale metropolis was purposively selected because no study on the subject under investigation has been carried out before. The stratified and cluster sampling methods were used in selecting the respondents from the various schools. The theory behind clustering is that, the means of sample clusters are unbiased estimates of the population mean and for this condition to be fulfilled; all the clusters must be equal. To overcome this was to stratify clusters by size and sub-sample the elements. The stratified sampling method was added to the cluster sampling because according to the definition, they involve partitioning the entire population into sub-populations and then selecting elements separately from each sub-population (Bryman, 2004; Dollon, et al, 1990). Since the various schools have different teacher population size, each school was considered as a cluster. Further, the teacher population was stratified into males and females in each school and proportions assigned to each stratum on the basis of sex ratios. This procedure was used because the schools have different male-female ratios with some schools having more females than others.

The researcher used questionnaire and interviews to collect the data for the study. The questionnaire was specifically designed for the selected sample. However in addition to the questionnaire unstructured interviews were carried out with the headmasters and their assistants to seek their perception on motivation and job satisfaction since they have several years of working experience in the teaching profession. Thirteen demographic questions were considered including issues on: gender, age, marital status, level of education, professional status, subject taught, class size, teaching periods, years spent in the teaching profession, the number of years in the current school, years to remain in the teaching profession, and office(s) held apart from

Table 1. Percentage population of teachers in the schools and sample selected [n=178]

School	Population			Sample Size			Population
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**(%)**
Tamale Senior High	65	13	78	30	6	36	46.2
Business Senior High	61	15	76	28	7	35	46.0
Kalpohini Senior High	30	8	38	14	4	18	47.3
Viting Senior High	34	7	41	16	3	19	46.3
Ghana Senior High	57	17	74	26	8	34	45.9
Northern School of Business	43	9	52	20	4	24	46.2
Tamale Girls Senior High	22	6	28	9	3	12	42.8
Total	312	75	387	143	35	178	45.8

Source: Field survey, 2008

teaching. The Statistical Product for Service Solutions (SPSS) Version 12 and Microsoft Excel packages were used in the data entry and analysis. After retrieving the questionnaire, frequencies and descriptive statistics were used in analyzing the demographic variables. In addition, some graphs in the form of bar charts were also employed. The ranking of both motivation and job satisfaction were used for the analysis in terms of their demographic characteristics (school, age, gender, years of teaching etc). Furthermore, grouped means were used to ascertain the level of satisfaction of the individual variables as well as the aggregate variables to get the overall level of satisfaction. Test of significance were determined using ANOVA for the group means of the motivation and job satisfaction at 0.05 level of significance

RESULTS AND DISCUSSIONS

The detailed analysis of the empirical data collected from seven public senior high schools in the Tamale Metropolis for the study is presented here. The results and discussions have been organized into five sections. The first section looks at the important factors of motivation to teachers. The other four sections, deal with the general level of satisfaction of teachers', equity perceptions, incentive packages to teachers and differences in the level of satisfaction of teachers in the various schools.

Important factors of motivation to teachers

The literature revealed that, all the theories of motivation tend to emphasize the importance of motivation to workers therefore it is worth analyzing the most important motivational factors that are important to teachers. This is particularly useful because, teacher's performance depends on what they perceive as important to them in their teaching or professional career. These factors are much dear to the hearts of teachers and hence determine their level of satisfaction and will make them happy to put up their best at work. Table 2 shows the answers provided by respondents.

The mean values of the first ten most important variables and their rankings are produced in Table 2. Respondents' were made to rank the variables in order of priority where 1 was the most important and 20 the least important hence, lower ranked means are considered most important factors of motivation which are very dear to the hearts of teachers. The variables were therefore ranked to reflect the importance teachers attached to each of the factors but it does not reflect their level of satisfaction. The results suggest that the first four most important factors: salary, working conditions, future pension benefits and incentives, are all extrinsic factors and are the most basic needs that lie at the bottom of Maslow's hierarchy of needs theory. This supports Maslow's (1954) view that the basic needs of workers must first be met before the next higher level of needs. In a similar vein, it tends to affirm Maslow's view that if these needs are not fully satisfied, they will continue to be very basic to workers.

It can however, be observed that, the 6th, 8th and 9th rankings which correspond to achievements, opportunities for growth and recognition of work performance respectively, belong to the self-actualization category. Interestingly, there is evidence from the data that one must have obtained certain basic needs, before thinking of being secured. This is also equivalent to Herzberg et al's (1959) hygiene factors and Hackman and Oldham's (1980) job context factors. Closely following these are relation with the head and teaching as a profession 10th. These are factors that conform to Maslow's Belonging and Esteem needs respectively. The rest of the factors belong to one or the other of Maslow's hierarchy of needs that can easily be apportioned. This suggests that Maslow's theory, which implies that the lower level needs must be satisfied first before the next higher level needs will arise, is not fully supported by this research. The findings show that physiological needs

Table 2. Mean ranking of motivation variables in order of importance

Factor	Ranking	Mean
Salary	1	4.80
Work conditions	2	6.67
Future pension benefits	3	7.73
Incentives	4	7.75
Medical allowance	5	8.63
Achievements	6	9.05
Relationship with fellow teachers	7	9.57
Opportunities for growth	8	9.58
Recognition of work performance	9	9.71
Relationship with headmaster/headmistress	10	9.84

(Ranking Scale: 1 = most important, 20 = least important)
Source: Field survey, 2008

come first, followed by safety, to esteem, then jumps to self actualization, and falls back again to physiological needs. There are however, differences in ranking when compared with Linda's (1998) studies, where interest in work ranked first, good wages second, recognition (5th in this research), and job security (the same as this research both ranking 4th). However, both researches do not support Maslow's theory possibly because of the varying differences of respondent's interest and what they perceive as job satisfaction.

Among the ten factors of motivation examined in Table 2; salary, working conditions, security and incentives fall under Herzberg's hygiene factors and Hackman and Oldham's work context factors. These factors are necessary condition for the fulfillment of internal motivation (Hackman and Oldham, 1980). The absence of these factors lead to dissatisfaction and the presence of these bring about no satisfaction according to Herzberg's theory of motivators: recognition, achievement and opportunity for growth evidently show how important they are. This is also equivalent to Hackman and Oldham's job characteristics, the presence of which results in internal motivation of workers.

From the analysis of the factors indicated in Table 2, it is evident that, teachers in SHSs in the Tamale Metropolis prefer extrinsic motivation to intrinsic motivation. This is contrary to most findings from studies in advanced nations where the preference is for intrinsic motivation (Bassy, 2002). These results are similar to the Japanese workers who also prefer extrinsic to intrinsic factors as discovered by Chen, Hui and Sego (1998). The possible reasons for the differences observed is that, while the advanced countries are able to limit, to a greater extent, the discomfort associated with the hygiene factors, developing countries are able to satisfy these to a very limited extent at the work place. Thus, from Maslow's (1954) theory, when low level needs are

satisfied people's attention shifts to the next higher level need. In this respect, a developing country like Ghana with very low per capita income is not able to satisfy the basic needs of employees in order for them to aspire to the higher level of needs.

General level of satisfaction

The rationale for analyzing the general satisfaction of respondents is to enable the researcher draw relevant conclusions to make informed decisions about how teachers' level of satisfaction affect their performance either positively or negatively. Table 3 summaries the findings of teachers' level of satisfaction with regards to the motivation factors listed.

The mean scores show that teachers are very dissatisfied with medical allowances (1.91). They are also dissatisfied with, incentives (2.19), future pension benefits (2.49), and opportunities for growth (2.66), salary (2.76), work conditions (2.80) and advancement (2.87). The first three issues mentioned as very dissatisfying factors are all extrinsic (hygiene) factors followed by interplay of both extrinsic and intrinsic factors. However, some teachers within this second part of factors preferred to remain neutral. On the one hand, the results suggest that they are satisfied with student discipline (3.16), recognition of work performance (3.17), and teaching as a profession (3.19), work itself (3.79), school policy (3.84) and supervision (3.89). On the other hand, they were very satisfied with responsibility for teaching and its outcomes (4.02), achievements (4.46) and relationship with the head, colleagues, students and general office staff (4.71). It is interesting to observe that, the latter factors mentioned are all intrinsic factors.

It is equally worthy of note that the responses contradict Herzberg's assertion that lack of hygiene

Table 3. Level of satisfaction with various factors

Variables	Mean satisfaction
Work conditions	2.80
Medical allowances	1.91
Future pension	2.49
Incentives	2.19
Salary	2.76
School Policy	3.84
Student discipline	3.16
Recognition of work performance	3.17
Achievements	4.46
Responsibility for teaching and its outcomes	4.02
My status as a teacher in society	3.14
Teaching as a profession	3.19
Inter-relationship	4.71
Opportunities for growth	2.66
Work itself	3.79
Advancement	2.87
Supervision	3.89

(Survey scale: <=1.99 very dissatisfied, 2.00-2.99 = dissatisfied, 3.00 = neutral, 3.1-3.99 = satisfied and 4.00- 4.99 = very satisfied)

Source: Field survey, 2008

Table 4. Schools employed and level of satisfaction

School	Frequency	Mean
Tamale Senior High	36	3.06
Business Senior High	35	2.99
Kalpohini Senior High	18	3.06
Viting Senior High	19	3.07
Ghana Senior High	34	2.91
Northern School of Business	24	3.06
Tamale Girls Senior High	12	3.06

(F statistic 3.119 > F critical 2.10, p-value =0 .007)

Source: Field survey, 2008

factors causes dissatisfaction and its presence, no satisfaction and that only motivators cause satisfaction. The possible reason from this outcome could be that, both intrinsic and extrinsic factors cause both satisfaction and dissatisfaction simultaneously. This finding is supported by the work of Kinkard (1988). His study indicated that teachers are not satisfied with the work context factors, which from Maslow's hierarchy of needs are the basic necessities of life and Herzberg's hygiene factors. It is these same factors that teachers indicated that they are very necessary and presumably important to them. The implication of this finding is that teachers are not given what is important to them in their workplace which could have serious consequences to the educational sector.

Type of school and level of job satisfaction

This section discusses level of satisfaction among teachers from the various schools. The purpose is to establish whether there are differences in their satisfaction level by the type of school employed. Evidence from the study indicates that, the schools covered during the study had different characteristics despite their spatial location in the Tamale metropolis.

Table 5. Differences in teachers' job satisfaction by type of school (n =5)

Variables	Sch A	Sch B	Sch C	Sch D	Sch E	Sch F	Sch G	Mean score
Work Conditions**	2.61	2.74	2.72	2.53	2.59	2.67	2.83	2.67
Medical Allowance**	1.92	1.99	1.72	2.07	1.69	2.09	1.92	1.91
Future Pension Benefits**	2.44	2.40	2.50	2.89	2.29	2.83	2.17	2.50
Incentives***	2.28	2.11	1.83	2.63	2.15	2.13	2.17	2.19
Salary*	2.72	2.74	3.17	3.16	2.59	2.83	2.58	2.83
School policy	3.11	3.23	3.44	3.00	3.09	3.04	3.75	3.24
Student discipline	2.97	3.17	3.61	3.21	3.03	3.17	3.50	3.24
Recognition**	3.42	3.11	3.06	2.84	3.09	2.96	3.50	3.14
Achievement	4.72	4.14	4.33	4.32	4.53	4.50	4.75	4.47
Responsibility	4.17	4.00	4.50	3.84	3.82	4.04	3.75	4.02
Status*	3.33	3.26	3.06	3.47	3.12	3.00	2.42	3.09
Teaching as Profession*	3.44	3.51	3.39	3.67	3.53	3.50	3.75	3.54
Inter-personal Relations**	3.86	4.43	4.83	4.53	4.91	4.54	4.83	4.56
Growth	3.08	2.60	3.06	3.00	2.71	2.77	3.00	2.89
Work Itself	3.92	3.91	4.27	3.63	3.65	3.88	3.58	3.83
Advancement*	3.72	2.60	2.50	2.79	2.79	2.96	3.25	2.94
Supervision**	3.78	3.80	4.11	3.95	4.41	4.00	3.67	3.96

(Survey Scale: Not significant; *significant; **very significant; ***most significant.)

Source: Field survey, 2008

For example, among the seven schools selected, six of them are mixed except one which is a girls' school. Two of the mixed schools are day schools while all the others have boarding facilities. Some were established some fifty years ago while others have been in existence for less than twenty years. However, all the schools were established by the state and are managed by the Government of Ghana. In addition, physical conditions in the schools and provision of incentives were different. It was therefore appropriate to find out whether these different characteristics could affect the level of job satisfaction of the teachers in the schools studied. Table 4 presents that analysis using one-way ANOVA test. Column 1 shows the various schools teachers are employed, column 2 is about the sample size, and column 3 is the group mean of teachers in the schools.

A close observation of the group means and the ANOVA test, suggest that there are observed differences among some of the means. It can be argued therefore that, there are differences in the general level of job satisfaction. Though four of the schools have the same mean, it does not mean there are no differences in their levels of satisfaction. Similarity in means represent the entirety of each school's level of satisfaction, but the level of satisfaction of the individual teachers in the schools differ significantly. Therefore, one can intimate that the teachers in the various schools differ significantly by their level of satisfaction based on test statistic of F = 3.119 > F critical of 2.10 at 0.05 significance level with a p-value of 0.007.

From the findings, it can be said that teachers' career intentions in the individual schools might also differ since their job satisfaction levels differ. The above observation seems to be supported by the summarized teacher satisfaction level, shown in Table 4 which indicates details of the key factors investigated during the study and how they influenced teachers' level of job satisfaction. It is however, worth noting that all the teachers in the schools were dissatisfied.

Table 5 illustrates the job satisfaction factors and the mean satisfaction of the various schools. Teachers were most dissatisfied with the medical allowances they were entitled to with a total mean score is 1.91 (very dissatisfied). Although there are variations in the score of teachers in the individual schools none of the schools appeared to be satisfied with this factor. The implication is that, all the teachers in all the schools are very dissatisfied with medical allowances. This is not surprising because a teacher is paid GH¢2.50 per annum on medical allowance irrespective of the amount spent on medical bills. Teachers in School E are the most dissatisfied with medical allowance and the least dissatisfied is School F (Table 5). Generally, all teachers in the various schools were highly dissatisfied with the incentives in their schools. Teachers in school C were the most dissatisfied recording a mean score of 1.83. Future pension benefit is the next factor that respondents expressed high dissatisfaction with which may be due to the reality that, teachers' retirement benefits is inadequate. School G was most dissatisfied with a mean

Table 6. Mean level of satisfaction on equity with others [n=5]

School	Frequency	Mean
Tamale Senior High	36	2.028
Business Senior High	35	1.886
Kalpohini Senior High	18	1.833
Viting Senior High	19	1.526
Ghana Senior High	34	1.676
Northern School of Business	24	1.875
Tamale Girls Senior High	12	1.917

(Survey scale: <=1.99 very dissatisfied, 2.00-2.99 = dissatisfied, 3.00 = neutral, 3.1-3.99 = satisfied and 4.00- 4.99 = very satisfied)

Source: Field survey, 2008

score of 2.17 and the least dissatisfied school was school D (2.89).

All the respondents were also dissatisfied with their current salaries and work conditions with lots of variations when it comes to individual schools. Though these variations exist none of the schools demonstrated some level of satisfaction on either of the factors. Other factors that teachers expressed a lot of dissatisfaction with are work conditions, salary and opportunity for growth. Apart from School A, B and G teachers who showed satisfaction about the recognition of their work, the remaining schools expressed dissatisfaction with the mean scores indicated in the table.

On students' discipline, with the exception of respondents from school A and E who demonstrated dissatisfaction, all schools expressed satisfaction. On the part of school policy, school D expressed neutrality, schools E and F expressed dissatisfaction and the rest expressed satisfaction. Respondents' views about teaching as a profession showed that all schools were satisfied. For the factor "work itself", all schools expressed that they were satisfied with school C showing the most satisfied. All schools expressed satisfaction for factors such as achievements, responsibility and supervision.

Generally, the most satisfied factor expressed by all schools is inter-personal relationships with a mean score of 4.56. The possible explanation could be that, the teachers' think that if people who hold positions were frustrating them, then they must unite and work together instead of dividing their common front. This was clearly expressed by most teachers under the comments column of the questionnaire.

It was observed that, there were no significant differences between teachers in the schools for the following variables: work condition, status, incentives, future retirement benefits and school policy. This indicates that the variations in their level of satisfaction are due to chance. On the other hand, there are significant differences in their level of satisfaction in respect of salaries, growth, students' discipline, recognition, advancement, supervision, inter-personal relationship, medical allowances, responsibility, work itself and advancement. These factors have thus come out clearly to establish the actual differences in the level of satisfaction in the various schools.

Teachers' perception on equity pay

One of the research objectives was to ascertain whether teachers are concerned about pay equity (based on equity and expectancy theories) when compared with others with equivalent qualifications who are working in other sectors of the economy. The purpose was to explore teachers concerns in terms of their input to teaching vis-à-vis the salary and incentives that accompany it. According to the expectancy theory, teachers enter the profession with skills, abilities, qualifications and experience for which they expect to be rewarded adequately based on these qualities. When they are fairly rewarded based on these capabilities they will be satisfied but when they perceive that their reward is below expectation, they will be dissatisfied (Vroom, 1964). From Table 5, it came out that, there was general perception of inequity among teachers when they compare themselves with others in the non-teaching profession. Nearly all the respondents indicated that when they compare their pay and incentives with others in the non-teaching profession with equivalent qualifications, they think teachers are unfairly treated and therefore are dissatisfied.

The second part of the question asked respondents to indicate their level of satisfaction. The level of satisfaction based on schools and the overall mean satisfaction levels are shown in Table 6 above. It can be seen from the results that the teachers are not satisfied with the evaluation of their pay as compared with their colleagues working elsewhere in the public sector. From the mean values, it is evident that respondents were all very dissatisfied with their pay and the incentives given when they compared themselves with others with similar qualifications and experience in other establishments. Studies carried out by equity and expectancy theorists

Table 7. Incentive packages given to teachers by category of school

Type of Incentive	Benefiting Schools	Remarks
Free breakfast and lunch	A, B, E F and G	These schools enjoy free breakfast and lunch during classes.
Money from extra classes organized by PTA	A, B, E and G	The PTA give teachers some cash obtained from organizing extra classes.
Free accommodation	A, B, C and E	These are some of the old schools and so they have accommodation for most of their teachers.
Gifts from the headmaster during Ramadan or Christmas	A, C and E	Some headmasters have made it a responsibility to give their teachers some gifts during celebrations.
Responsibility and maintenance allowances though woefully inadequate	A, B, D and F	Teachers are paid maintenance and responsibility allowances though they complained it was inadequate.
Invigilation allowance	D	Headmaster ensures their invigilation allowances were paid promptly.
Gifts from parents of students	G	Some parents out of will give teachers individual incentives.

Source: Field survey, 2008

have indicated that "worker inputs and pay" are the most dissatisfying factors when it comes to job satisfaction and motivation.

Respondents' evaluation of their pay with their colleagues in other organisations suggests that they feel unfairly treated. In the same vein, considering their input in terms of knowledge, skills, experience and work load compared with their pay, they feel let down. This means that their expectation based on performance does not merit the yielded results (pay and incentives) and hence are dissatisfied. The implication for this perception of unfair treatment largely explains why nearly seventy-seven (77%) of the teachers do not want to teach beyond five years. This finding is supported by Spio's (1999) study of teachers in the Greater Accra Region.

Incentive packages to teachers

Apart from the general salaries paid to teachers, the researcher was also interested in understanding the kind of incentive packages available in the various schools for their teachers. In this regard, the research question that informed the analysis was whether there were differences in incentive packages in the schools being under studied? Since the researcher could not ascertain the various categories of incentives, an open-ended question was asked for the teachers to respond. Table 7 shows the various incentives given to teachers in the schools covered. From the same table, it can be seen that almost all the teachers in the schools enjoy free breakfast and/or lunch apart from Schools C and D. The possible reason for this development is that all the schools have boarding facilities and therefore cook for their students. While teachers in some of the schools enjoy absolutely free

accommodation, others are given subsidized accommodation and in some cases those who are not able to get accommodation have to find their own means of shelter with or without the support of their schools.

As can be seen from Table 7 the various schools provide different incentives. Even where it is financial, it still differs from school to school, though no clear amounts have been stated by the various schools. While teachers in some schools get nothing, others receive at least some amount. This perhaps explains the significant differences in the level of dissatisfaction for salaries and incentives of teachers in the schools as indicated in the previous sections. Since these schools are all in the same locality, it is not difficult to find out what prevails in the other schools. This might also account for differences in the level of satisfaction found in the various schools as information differ about incentives elsewhere for people to compare.

CONCLUSION AND POLICY IMPLICATIONS

Based on the findings from the study, six conclusions could be drawn:

- Teachers anticipate achieving four important extrinsic motivating factors including salary, working conditions, incentives, and security. Security here includes future pension benefits and medical allowances, the lack of which leads to job dissatisfaction, fairly high turnover or low performance;
- Teachers in the selected schools were more dissatisfied with extrinsic factors than intrinsic factors. The extrinsic factors revealed are medical allowance, incentives, salary, working conditions, future pension

benefits, growth, advancement, recognition, students' indiscipline and status. They were however, satisfied with supervision, teaching as a profession, work itself, responsibility, achievement and school policy;

- Respondents generally perceive inequity in terms of working conditions and salaries when compared with their colleagues with similar qualifications and experience in non-teaching professions;
- Difference existed in the types of incentives given whether financially or otherwise though no particular school stated the amount given nor any universal pay/salary structure identified where people of equal ranks earn equal pay;
- Four of the schools had similar means, representing the entirety of the individual school's level of satisfaction however, the level of satisfaction of the individual teachers in the schools differ significantly.
- Teachers who intended to stay for fewer years were more dissatisfied than those who intend to stay for longer period. Six main internal factors were discovered to cause teachers to resign. These are low remuneration (salary), working conditions, incentives, recognition and status, future pension benefits and medical allowances and the external factors that might motivate teachers to stay in the profession are as a personal calling, family and education of children, desire to help in youth upbringing, willingness to serve mankind and free time to do other things. However those that will cause them to quit the profession are family pressure, high number of dependants, humiliation and negative comments, public attitude towards the teaching profession, lack of social recognition and appreciation, bleak and uncertain future, promotional problems and lack of cooperation from headmaster/mistress.

RECOMMENDATIONS

Based on the findings, discussions and the conclusions drawn, the following recommendations are submitted:

- Given that salaries, incentives, job security, and working conditions are the most important determinants of teachers' satisfaction and increased performance, the government should collaborate with the GES to make these issues policy priorities. In this respect, salary parity analysis could be conducted to ensure that conditions of service of teachers and other sectors of the economy are equitable;
- Since teachers have low self-esteem and feel they are not respected by communities and society in general, teacher's social status could be enhanced through a two-prong approach: (a) By providing teachers with effective training, decent working conditions and enhanced remuneration; and (b) By

- sensitizing all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession;
- The government should design a single-spine salary structure for all civil and public servants to ensure that people in different establishments with equal qualifications, knowledge, skills and experience with similar job responsibilities are placed on the same scale to avoid disparity and eliminate the perception of inequity;
- Any improvement in education should seek the interest of teachers and so part of the GETFUND could be used to improve the lot of teachers to ensure that they remain to give off their best;
- Teachers' problems with accommodation and medical allowance need to be addressed since they are critical factors for attrition; and
- Recruitment, postings, transfers and promotions should be based on performance and not seniority. The absence of a mechanism to recognize the achievement of teachers means there is less motivation among them. Therefore an amicable solution should be sorted to address this issue.

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