Challenges and Trends on Teacher Motivation and Commitment at Senior High Schools in Greater Accra Region, Ghana

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Abstract:
The main purpose of present study was to contribute to the overall understanding of the nature of motivation and commitment level of Ghanaian schoolteachers. The study employed the use of a quantitative research design (survey) to collect data for analysis. To achieve this, 700 teachers and directors of education in the greater Accra region were sampled and out of which 676 responded. The response rate was 96.57% which could be used for generalization of the findings. For data analysis, Statistical Package for the Social Sciences (SPSS version 24) was utilized. A number of descriptive statistical tests and in a combination of Exploration Factor Analysis (EFA) and Confirmation Factor Analysis (CFA) was used. The statistical tools used include mean, standard deviation, frequency and Ordinary Least squares (OLS) regression. The finding revealed that teachers were committed to their professional job basically because of the love of the job and students they teach. However, the result revealed that teachers are notextrinsically motivated and enthused with their salary level and other financial incentives such as medical, accommodation, pension as compared to their colleagues with the same qualifications outside education sector but within the government's establishment. Major paradigm shift in Ghana Education policies in relation to factors such as school governance, remuneration, safety and security, as well as assessments and evaluations needed to be revised to enhance the commitment level of teachers.

Keywords: Teacher, challenges, school, senior high, intrinsic motivation, extrinsic motivation, job satisfaction, organization, commitment

1. Introduction

Research on teacher motivation existed for sometimes now because of its importance to teachers and other stakeholders, including parents and students, administrators, government and its agencies (Coven, 2018, Hussain & Hassan, 2016). The issue of quality education has also received considerable critical attention in recent years because of its significance to national development. However, what worries most researchers is the general concepts surrounding teacher motivation and job commitment that has been well known in developed countries but it was not until early 1970s that small-scale research and case studies began to emerge in developing countries (Ngimbudzi, 2009; Murage&Kimani 2014). Even that, the major difficulty according to research for most managers is how to create and align this type of motivation to achieve the organisational objectives (Seniwoliba, 2013). Studies have shown that motivated personnel are critical for the success of their departments in particular and the organisation as a whole (Paul, 2017, Sawitri, Suswati and veHuda 2016). However, it has been found that only scanty institutions have instituted a policy geared toward motivating employees and as a result, only few employees enthused about their jobs and are committed fully to their organizations (NN & Jacob, 2015; Suthara, Chakravarthib & Pradhan, 2014). According to Suhag, Larik, Tagar,and Solangi (2016), motivation can lead to many behaviours and it is important to understand the importance of motivation in an educational setting; this, unfortunately is lacking not only in the educational sector but other sectors of the Ghana economy.

Sawitri, Suswati and veHuda (2016) assert that teachers hold the key and foster excellence in the educational system. Teachers develop, design and guarantee quality assurance in teaching and learning. For the growth and development of educational system worldwide, job commitment and motivation of teachers become very important. It has also been established that for a given school to perform exceptionally, the input of teachers is critical in this regard (Akafo & Boateng, 2015). However, the motivation and commitment level of teachers become subject of debate in recent times (Paul, 2017, Coven, 2018). The purpose of this study was to investigate the challenges and trends on motivation and commitment level of teachers from Senior High Schools (SHS) in Ghana by concentrating on greater Accra region which the capital.

2. Literature Review

At present, there is no universal accepted definition or explanation of what ‘teacher motivation’ comprises of at least in the developing world (Guajardo, 2011; Hasan & Hynd, 2014). Many writers and researchers in the field of international education development over the past years are debating on this topical issue on whether a universal
definition should be developed or not (VSO, 2002). Akinfolarin (2015: 5) defines teacher motivation as ‘a process of encouraging and inspiring teachers to perform their duties effectively. Velez (2007) has perceived teacher motivation as an inspiration or encouragement of teachers to do their best in the classroom. Anything that serves as a variable for the empowerment of teachers in their occupation can be considered as teacher motivation.

These include perceptions and all other strategies adopted by management of education to ensure the commitment and total satisfaction of teachers for an improved performance (Akgur, 2011; Akyeampong, 2011). Studies have shown for example Kwon (2016) and Abugre (2014) that three main reasons why teachers perform their tasks includes altruistic, intrinsic and extrinsic reasons and all these reasons give them the desire to go extra mile. Abugre has noted that the measurement of what actually constitute teacher motivation to work and its consequences is a huge task to perform (Abugre, 2014). It has however been noted that ‘will do’ and ‘can do’ are the main important aspect of motivation as they are inter-related. The extent to which individuals accepted and adopted the goals and the objectives of an organization is what is known as ‘will do motivation’. Contrary to what is known about ‘will do’, ‘can-do motivation’ main concern is about factors that influence the capacity of individuals to appreciate the goals of the organization (Abugre, 2014).

Several cross-sectional studies suggest that people with all the required skills and competences will still perform poorly in absence of motivation and this makes motivation very significant (Cherian, & Jacob, 2013: 83). Generally, the research exploring teacher motivational issues in Ghana shows that teachers are poorly motivated and are dissatisfied with their living and working conditions (Agezo, 2010; Agbenyega, 2011). Literature has also found that the difficulty in attracting and maintaining qualified teachers into the teaching profession was due to the above conditions which are also responsible for low teacher morale (Akafo & Boateng, 2015).

Agbenyega (2011) underscores that teaching becomes the vital part and also has deep consequences on the education system that we find ourselves. Therefore, owing to its complication and dynamic nature, it needs right and flexible actions during teaching and learning process. For quality teaching and learning to take place, it also needs a number of steps that most studies suggested to include curriculum, teaching techniques and strategies as well as effective evaluation method, which should be aligned with each other (Huber, Fruth, Avila-John & Ramirez, 2016).

In addition to these, is the willingness on the part of students and teachers for effective completion of teaching and learning process (Huber et al., 2016: 49). Recent studies (for example, Firestone, 2014; Huber et al., 2016) have shown that interested parties such as students, teachers and researchers have accepted motivation as one of the main factors that make teaching and learning effective and contribute to the achievement of the school’s objective. The two main motivational variables are intrinsic and extrinsic motivation as discussed bellows:

2.1. Intrinsic Motivation

Agarwal and Gupta (2015) assert that any behaviour that is geared toward experiencing satisfaction in terms of happiness in undertaking a specific activity or sustaining one’s inquisitiveness is what he termed ‘intrinsic’. In other words, intrinsic motivation is within the person where the individual feels apprehensive and or committed to the task (Kwon, 2016). Writers such as Glewwe, Ilias, and Kremer (2010), Claeyts (2011) and Kwon (2016) observed that intrinsic motivation comprises four factors, namely, impact, competence, meaningfulness, and choice. According to these writers, impact is concerned with the level to which a person’s behaviour is seen as producing the planned effects in the work environment.

On the contrary, competence is about the extent to which people believe they are good in performing a task fittingly. Meaningfulness is about the values of the job purpose as judged by the individual’s own standards. The extent to which an individual feels apprehensive and or committed to the task depends on the degree of meaningfulness. In addition, low level of meaningfulness experience by an individual makes him or her more apprehensive, and the reverse is also true for the individual that experience high level of meaningfulness. Choice is concerned with any action by an individual that leads to desire outcomes which if it increases, resulted in greater flexibility, initiative, creativity, and resilience with the opposite being the case.

2.2. Extrinsic Motivation

Extrinsic motivation, by contrast to intrinsic motivation, is viewed as ‘any activities that one engaged in order to achieve external objectives like all financial incentives as well as variables such as better working conditions, respect and recognition and or honour’ (Pink 2009; Kwon, 2016). According to these scholars, the influences of extrinsic on work motivation are deemed to be a real domain. It is believed that its presence results in dissatisfaction, however, its absence does not make any sense in the increase of job satisfaction. Examples of extrinsic motivation are reward and attractive remuneration; good working conditions; occupational status and other forms of physical satisfactions (Cherian & Jacob, 2013; Akyeampong, 2011).

In the developing countries for example, studies have shown that for teachers’ images to improve, attractive remuneration is one of the key factors (Murage, 2014; Firestone, 2014). In sub-Saharan Africa, for instance, a number of studies have found that countries like Ghana, Senegal, Malawi, and Liberia had a low status of teachers owing to low remuneration (Cherian & Jacob, 2013) as compared to their counterparts in other professions. Recent evidence suggests that conducive environment such as low workload (class size and number of teaching hours) for teachers, good interpersonal relationship with colleagues, learners and especially, principals and the leadership style of the principals are likely to impact greatly on their motivation and job satisfaction of teachers (Kwon, 2016). Previous research studies (for example, Javaid 2009; Ngimbudzi 2009) have also shown that occupational images or status of educators depends on the
value the public placed on the capability, role and overall support of a particular occupation to individual, and on the happiness of the society.

2.3. Global Challenges and Trends on Teacher Motivation

It has previously been found that (e.g., Bennell, 2004) the main resources of education in any countries are teachers. Recent studies (Afful-Broni, 2012; Aburag, 2014) have also echoed the point that education could not be possible without teachers. This usually spawned from early childhood through to secondary and tertiary education where teachers are the main actors for students’ learning. However, it is well established that one of the challenges most countries are facing especially in sub-Saharan Africa is the shortage and quality of teachers (Murage, 2014; Firestone, 2014). Several studies have shown that there are many factors that affect the motivation of teacher and for that matter their commitment level and the reason why teachers are leaving the profession. For example, Rasheed, et al. (2010); Ahmed and Kolachi (2013); Alshammari, Al Qaied, Al-Mawali and Matala (2016), in their study conducted in higher education context, reveal that compensation in the form of pay is a strong factor in this regard.

It has been established that salary and wages and other financial incentives as well as non-financial incentives such as participation in decision-making, effective supervision; training and human development, recognition and respect among others are the factors affecting teacher motivation (Murage, 2014). In addition, teachers’ motivation can be affected by some other factors such as low wages when compared with other professionals, lack of career advancement opportunities, high pupil-teacher ratio, poor work environment, irregular payment of teacher salaries, low status in the society among others (Murage, 2014).

Studies (e.g., Zhila, 2013; Firestone, 2014; Akafo & Boateng, 2015) have established that teachers are likely to be satisfied with their pay when they realised the pay, they receive is equitable and commensurate with the efforts they put into the job. They noted that ‘when there is inequality in workers’ pay even within the same establishment or industry, it demotivates workers. Similarly, in a previous study, Bennell (2005) found that pecuniary motives are likely to be dominant among teachers in low-income countries like Ghana where pay and other material benefits (car and housing for example) are often too low for individual and household survival needs to be met. In a cross-national research concerning the motivation of teachers in sub-Saharan Africa, the literature revealed conflicting views regarding teacher motivation. In a study conducted in Sierra Leone by Action Aid, a major non-governmental organization (NGO), majority (80%) of the teachers stated clearly that they did not prefer the teaching profession and that they did not want to be teachers (Takkyi, Anin&Asuo, 2014).

Another challenge facing teacher motivation globally is the issue of recruitment and the retention of teachers. The literature established factors that affect teacher recruitment and retention. Among them are salary and the value placed on the teaching profession in some societies. Chan and Mai (2015) have established that the teaching profession used to be a noble one but that is not the case in the present circumstances especially in the sub-Saharan Africa. Therefore, the study of Keuren et al. (2014) has shown that the status of teaching as a profession has declined and making it difficult for teachers to remain in the classroom for a long period. Other researchers such as George et al. (2008) and Hasan and Hynds (2014), expressed similar views. It follows that motivation has been a challenge for most teachers in the developing world. It was against this background that this research was commissioned on Public Senior High schools (PSHS) in the Greater Accra Region, Ghana.

Organisational commitment is ‘the relative strength of an individual’s identification with and involvement in a particular organisation’ (Yıldız, & Celik, 2017). Commitment is a ‘partisan, affective attachment to the goals and values of an organisation, to one’s role in relation to goals and values, and to the organisation for its own sake, apart from its mainly instrumental worth’ (Chiu & Chen, 2016). It has been argued that organisational commitment is distinguished from job satisfaction purely on the ground that organisational commitment is ‘an effective response to the whole organisation, whereas job satisfaction is ‘an effective response to specific aspect of the job (Yıldız, & Celik, 2017).

Another study has shown that employees tend to be committed to their organisation if they feel their efforts are recognised (Chiu & Chen, 2016). It has been argued that workers who are committed to their organisation tend to strongly accept goals and values of the organisation and ensure that they remain in the organisation as more efforts are exerted to achieve the planned objective (YU, 2018). Research has shown that organisational commitment affects the intention of employees to stay in the organisation apart from motivating employee to exert extra effort for the organisation (Gleeson, 2016). Another study has been observed that satisfied and motivated employees are imperative for contemporary business and a key factor that separates successful companies and institutions from unsuccessful ones (Heathfield, S. M. (2017). When considering job satisfaction and work motivation in general, of particular interest are the distinctive traits of these concepts.

Several studies have demonstrated that there is a strong relationship between organisational commitment, job satisfaction and work motivation (Heathfield, S. M. (2017), Gleeson, 2016), as well as that workers who are more committed to an organization are less likely to leave their job. Another study has shown that attitudes of the employees towards their organisation, because of their work environment are important concerns in organisational behaviour literature (Yıldız, &Celik, 2017, Chiu & Chen, 2016). Ingram (2015) have indicated that the task of an organisation’s structure should serve an environment that encourages workers to work hard and can coordinate their efforts to ensure higher levels of organisational performance.

A qualitative study was conducted to find out the factors which affect the teachers working at different universities in the northern provinces of Pakistan. The findings revealed that the autocratic style of management, mistrust, poor administration system, weak social interaction, job insecurity, and lack of appreciation would lead to psychological
imbalance in the personal and professional lives of teachers, which ultimately causes job dissatisfaction hence low commitment (Sahito & Vaisenan, 2017).

In the present study, the data collected is numerical using a survey approach, hence quantitative in nature. Views of positivist’s philosophies were taken into consideration. According to positivists, social science inquiry should be objective and if the methods are objective, it indicates that time and context-free generalisation is possible and desirable in this instance (O’gorman & Maclntosh, 2014)). Against this background, the researcher chose this method because quantitative answers are expected. Again, the researcher chose this method because it enables the researcher to explain relationship, concept, and attitude of the respondents.

The population for the purpose of this study was all secondary school teachers in the Greater Accra Region, Ghana. The study focused on Greater Accra Region because it has a high concentration of SHS. Therefore, access to the number of the respondents required was not difficult. The researcher adopted questionnaire as an instrument for gathering data for the study. The researcher grouped the participants into two categories: teaching staff (employees) on one hand and head teachers and directors (management/employer) on other hand. In all 700 participants were sampled, out of which 676 responded. This was done after the researcher carefully selected the participants after receiving ethical clearance from the University of South Africa Ethic Clearance Committee and introduction letters from GES and Ministry of Education (MoE). The researcher employed the use of technique known as a Likert Scale. In this case (five-point Likert Scale), questions consist various statements relating to a particular individuals or group of people or an institution or concept, of which the respondents were made to answer whether they agreed or disagreed with a particular statement for which the responses range from ‘strongly agree’ to ‘strongly disagree’ (Creswell, 2013).

The researcher used Microsoft Excel Packages and Statistical Product for Service Solutions (SPSS) 24 version for the data entry and its analysis. Variables were analysed using frequencies and descriptive statistics after the questionnaire have been retrieved. The results were organised based on the research objectives of the study. To ensure credibility and validity of the study the researcher ensured that the questions were pre-tested to be able to identify any ambiguity therein and be able to re align them according to the objectives of the study (Singleton & Straits, 2018).

2.4. Findings

The goal is to examine the link between motivation and commitment level of Ghanaian school teachers at SHS level. An aspect of job satisfaction will give credence to the findings and the conclusion thereon though the present study did not focus on job satisfaction. The effects of motivation and job satisfaction on commitment and the effect of only motivation on commitment are tested. In the analysis, the control (i.e., control variables captured) and uncontrolled (i.e., control variables not captured) models were fitted to demonstrate the impact of control variables on the effects of interest. Table 1 and 2 shows the correlation matrix of the variables.

| Indicators/Variable                             | Mean | SD  | z-score | SW test |
|------------------------------------------------|------|-----|---------|---------|
| I do not feel that the work I do is appreciated. | 3.02 | 1.33 | 2.99    |         |
| The benefits I receive are as good as most other organizations offer. | 1.73 | 1.11 | 1.71    |         |
| My job is enjoyable.                           | 3.02 | 1.22 | 2.99    |         |
| A healthy school climate based on respect exists at my school. | 3.23 | 1.16 | -2.22   |         |
| The work ethic of teachers at my school is good. | 3.47 | 1.02 | 2.44    |         |
| Housing and car loans are given to teachers who applied for them. | 1.87 | 1.12 | 1.85    |         |
| I feel a sense of pride in doing my job.      | 3.15 | 1.36 | 2.12    |         |
| Teachers at my school are happy with their workload | 2.42 | 1.18 | 2.40    |         |
| I do not lack teaching equipment.              | 2.05 | 1.2  | 2.03    |         |
| Many of our rules and policies make doing a good job difficult. | 3.16 | 1.35 | 2.32    |         |
| Favouritism is not tolerated in GES.           | 2.56 | 1.32 | 2.53    |         |
| I feel I am being paid a fair amount for the work I do. | 1.88 | 1.17 | 1.86    |         |
| Job Satisfaction                              | 31.08| 6.21 | -2.11   | 0.432**|
| I have a strong relationship with the Head teacher and supervisor. | 1.36 | 0.85 | 1.35    |         |
| There is a medical allowance for teachers under GES. | 2.05 | 1.08 | 2.03    |         |
| My employers provide me with good work conditions. | 1.84 | 1.08 | 1.82    |         |
| Future pension benefits are very good.         | 3.23 | 4.13 | 1.09    |         |
| Job security is 100% assured.                  | 1.96 | 1.09 | 1.94    |         |
| There is a fair ‘reward system’ for our increased efforts. | 2.94 | 1.18 | 2.91    |         |
Table 1: Descriptive Statistics and Univariate Normality Test for Job Satisfaction and Motivation

| Indicator/Variable                                                                 | Mean  | SD   | z-score | SW Test |
|-----------------------------------------------------------------------------------|-------|------|---------|---------|
| Recognition and appreciation of job are done by the headmaster and supervisors occasionally. | 2.13  | 1.09 | 2.11    |         |
| Incentives are provided to boost motivation.                                       | 3.2   | 1.12 | 1.98    |         |
| School policy is consistent and provides efficient guidelines for teaching.        | 2.96  | 1.23 | 2.93    |         |
| There is opportunity for advancement at my workplace.                              | 1.92  | 1.09 | 1.90    |         |
| The salary I receive motivates me to go extra mile.                                | 3.84  | 1.14 | -1.09   |         |
| Relationship with fellow teachers is cordial.                                      | 1.61  | 0.96 | 1.59    |         |
| My salary adequately meets my needs.                                               | 1.89  | 1.16 | 1.87    |         |
| Hard works pays at GES.                                                             | 3.32  | 0.96 | -2.01   |         |
| Job motivation                                                                     | 36.97 | 9.64 | -2.09   | 0.564**|

**p>0.05
Source: Survey data, 2018

Table 2: Descriptive Statistics and Univariate Normality Test for Commitment

| Indicator/Variable                                                                 | Mean  | SD   | z-score | SW Test |
|-----------------------------------------------------------------------------------|-------|------|---------|---------|
| General satisfaction                                                              | 2.96  | 0.95 | 1.65    |         |
| General motivation                                                                 | 2.89  | 0.93 | -2.09   |         |
| I am proud to tell others that I am part of GES.                                   | 3.48  | 1.78 | -2.11   |         |
| I have no reservation to recommend the teaching profession to others.             | 2.96  | 1.24 | 2.09    |         |
| I teach only because I need to earn a monthly income.                              | 2.01  | 1.10 | 1.66    |         |
| I have no intention to leave the classroom in the near future.                    | 2.77  | 1.31 | 2.54    |         |
| I consider my school's problems to be part of my responsibilities                 | 3.68  | 1.04 | 3.09    |         |
| I think that my profession, more than any other, is essential to society.         | 4.19  | 1.17 | 1.98    |         |
| I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful. | 4.20  | 0.87 | -1.09   |         |
| I find that my values and those of my school are very similar.                    | 3.66  | 0.93 | -2.06   |         |
| Commitment                                                                        | 26.55 | 4.90 | 1.99    | 0.43**  |

**p>0.05
Source: Survey data, 2018

In Table 1 and 2, attention was focused on only the z-score and SW (Shapiro-Wilk's) test that respectively identify outliers in the data and tests for the normality of the data. Gunes (2016) asserts that a variable that has no outlier should account for a z-score that falls within the interval $-3 \leq z \leq 3$, which means that none of the z-scores in Tables 1 and 2 should be less than $-3$ or greater than $+3$. It can be seen that this condition is approximately met. That is, every item of job commitment, satisfaction and motivation accounted for a z-score that is within the range $-3 \leq z \leq 3$.

Table 3: Correlation Matrix of Relevant Variables

| Variable                | No. 1 | 2     | 3     | 4     | 5     | 6     | 7     | 8     |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Job Satisfaction (JS)   | 1     | .543**| .360**| .081* | .025  | -.081*| -.046 | .008  |
| Job motivation (JM)     | 2     | .199**| -.028 | -.133**| -.087*| -.058 | .008  |
| Commitment              | 3     | .193**| .035  | .002  | .091* | .147**|       |
| Gender (reference = female) | 4     | 1     | .03   | .161**| .140**| .156**|       |
| Age                     | 5     | 1     | .405**| .196**| .424**|       |
| Tenure                  | 6     | 1     | .337**| .451**|       |
| Education               | 7     | 1     | .353**|       |
| Rank                    | 8     | 1     |       |       |

*p<.05; **p<.0001
Source: Survey Data, 2018

In Table 3 above, job satisfaction is significantly correlated with job motivation ($r = .543; p < .001; two-tailed$) and commitment ($r = .360; p < .001; two-tailed$) at 5% significance level. This result means that commitment increases with job satisfaction while motivation increases with satisfaction. Job motivation is also positively correlated with job commitment.
(r = .199; p < .001; two-tailed) at 5% significance level. That is, the higher one's satisfaction and motivation, the higher his or her commitment.

| Variable          | Controlled model |                | Uncontrolled model |                |
|-------------------|------------------|----------------|--------------------|----------------|
|                   | B                | Beta(β)        | 95% CI             | Tol.           | B                | Beta(β)        | 95% CI             | Tol.           |
| (Constant)        | 14.539           | (10.12)**      | ±5.64              | 17.686         | (20.03)**        | ±3.468          |
| JS                | 0.155            | 0.235(4.84)**  | ±0.13              | 0.72           | 0.282            | 0.357(8.78)*    | ±0.126          | 0.71           |
| JM                | 0.02             | 0.047(0.97)    | ±0.08              | 0.72           | 0.003            | 0.006(0.14)     | ±0.081          | 0.71           |
| Gender (reference = female) | 1.482          | 0.171(4.03)**  | ±1.45              | 0.95           | 0.003            | 0.006(0.14)     | ±0.081          | 0.71           |
| Age               | 0.493            | 0.048(1.00)    | ±1.93              | 0.75           | 0.003            | 0.006(0.14)     | ±0.081          | 0.71           |
| Tenure            | -0.138           | -0.04(-0.78)   | ±0.70              | 0.69           | 0.003            | 0.006(0.14)     | ±0.081          | 0.71           |
| Education         | 0.166            | 0.028(0.59)    | ±1.11              | 0.77           | 0.003            | 0.006(0.14)     | ±0.081          | 0.71           |
| Rank              | 1.026            | 0.219(4.32)**  | ±0.93              | 0.66           | 1.142            | 0.29(4.32)**    | ±0.66           | 0.47           |
| Model fit         | R²               | 0.173          | 0.129              |                | Adjusted R²      | 0.161          | 0.127            |                |
|                   | Change in R²     | 0.012          | 0.002              |                | F                | 14.48          | 55.53            |                |
|                   | p                | .000           | .000               |                | DW               | 2.030          | 1.980            |                |

*Table 4: The Association between JS, JM and Commitment*

*p<.05; **p<.001. CI = confidence interval; DW = Durbin-Watson, Tol. = tolerance

Source: Survey data, 2018

Table 4 shows the coefficients resulting from these correlations.

In Table 4, only job satisfaction makes a positive and significant effect on job commitment at 1% significance level (β = 0.357; t = 8.78; p<.001) in the uncontrolled model, with the effect of motivation not being significant (β = 0.006; t = 0.14; p>.05). In the controlled model, this result remains unchanged, though the effect size of job satisfaction decreased from 0.36 to 0.24. Apparently, controlling for the confounders has a slight effect on the relationship between job satisfaction and commitment. This means that commitment increases when the rank of teachers increases, and commitment differs for males and females, with females having more commitment.

3. Discussion

3.1. Biographical Factors Impacting on Teacher Motivation and Efficacy

No attempts were made to evaluate the relationship between biographical factors and motivation, job satisfaction and commitment level of teachers. However, the literature revealed that in some countries, male teachers stay longer than their female counterparts (Ali et al., 2011). This is because in these countries, male teachers dominate and are satisfied with the teaching profession. The literature further revealed that male teachers are more than female counterparts in pre-tertiary schools in Ghana (GES 2017 Annual Report. This was also evidenced in this study where 424 (63%) of the teachers are male while 249 (37%) are female. The finding shows that job satisfaction was higher among the female teachers and it diminishes as their tenure increases. In general, it has been found that teacher motivation decreases as their age and tenure increase (See Table 3).

3.2. Intrinsic Motivational Factors

It has been observed that teachers are attracted by intrinsic factors (Dobre, 2013). Intrinsically, the finding indicates that teachers enjoy teaching. For instance, ‘my job is enjoyable’ had a mean score of 3.02; ‘a healthy school climate based on respect exists at my school’ had a mean score of 3.23. ‘I feel a sense of pride in doing my job’ had a mean score 3.15, indicating that intrinsically, teachers are happy with their profession (see Table 1). The study also found the lack of career advancement on part of teachers. The literature revealed that every employee has a career path to follow and to climb to the ladder (Hancock & Hums, 2016). However, this is not the case and should be a worrying issue to GES as employer of teachers in Ghana. For example, ‘There are opportunities for advancement at my workplace’ had a mean score less than 2 (see Table 1). The probability of teachers leaving the profession for the lack of career advancement could be high in the future if the necessary steps are not taken to address the phenomenon.

In the area of recognition and promotion, the finding indicates that most of the participants disagree with the statement ‘I do not feel that the work I do is appreciated’. It had a mean score of (3.02) and SD of 1.33. This indicates that management and supervisor do not recognise and reward teacher for a good done. This should be disturbing news for policy makers in
education. Therefore, school management should give appreciation to all teachers with a special attention to those excellent teachers who have made extra efforts.

3.3. Extrinsic Motivational Factors

The finding looks at salary, reward and attractive remuneration of teachers. In contrast to Herzberg’s view on achievement, the literature revealed that salary is the most important motivator. However, present findings revealed that salary in form of pay is not in the proportion with their services rendered to GES. When the respondents were asked how strongly or otherwise, they agree with the statement, ‘I feel I am being paid a fair amount for the work I do’, the respondents strongly disagree, with a mean score of (1.88). The respondents also disagree with the statement that ‘my salary adequately meets my needs’ with a mean score of (1.89). (See Table 1). The challenge of low salary and poor reward system should be of concern to top management of GES and to especially the MoE who are the policy makers. In designing the pay system, MoE and GES should consider it in relation to the cost of living, post, similar qualification within and outside GES and the amount of work.

3.4. Factors Affecting Commitment Level of Teachers

In order to ascertain teachers’ commitment, the researcher asked questions that relate to affective, continuance and normative commitment. As noted in the literature, affective commitment relates to emotional attachment, continuance commitment relates to weighing the cost alternatives of leaving, and finally, normative commitment relates to a sense of obligation. For example, the statement, ‘I am proud to tell others that I am part of GES’ has been rejected by most of the respondents. Furthermore, the statement, ‘I have no reservation to recommend the teaching profession to others’ has also been rejected by most of the respondents (see Table 2). More than half of the respondents also disagree with the statement, ‘I have no intention to leave the classroom in the near future’. Despite most of the respondents’ rejection of the affective and continuance commitment, the findings indicated that the respondents see it as an obligation on their part to help their school to be successful. Most of respondents also indicated that their profession is essential to society and that their school’s problems are part of their responsibilities (see Table 2).

Again, to see the commitment level of the respondents, the researcher asked them to respond on whether they agree or disagree with a statement. Generally, the research finding shows that most teachers are committed to their job despite being under-motivated. For instance, ‘I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful’ had a highest (mean= 4.20, SD=0.87). The respondents further noted the importance of their profession to the society. For example, the statement ‘I think that my profession, more than any other, is essential to society’ had mean score of 4.19 with SD of 1.17. The respondents also said they consider their school’s problems to be part of their responsibility. Despite their commitment to GES according to the findings, they disagree with the following statements: ‘I am proud to tell others that I am part of GES’; ‘I have no intention to leave the classroom in the near future’ (see Table 2) and this should be a worrisome to GES and the MoE in general.

4. Conclusion and Recommendation

It appears explicitly to the researcher that the respondents do not consider their monthly salary as the main or even a significant factor in their motivation to teach, because their salaries are nothing to write home about according to their response. The greatest discontent teachers had with their careers was with their salary, which they considered as unrelated to the amount of work they did. Securing a certain level of income might be one of the reasons that attract teachers to the profession in the first place. It is recommended that working conditions of teachers should be improved. Teachers’ salary and other incentives should be examined holistically considering the nation building roles teacher play. It is further recommended that management should recognise teachers’ accomplishments, contributions and exceptional performance towards corporate goals and objectives in communities where teachers work. Also, teachers’ participation in the school’s decision-making can be considered priority for maintaining and refreshing their motivation, job satisfaction and commitment.

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