

Relationship Between Teacher Job Satisfaction and Productivity in the Asante Akim South District of the Ashanti Region of Ghana

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Abstract

The aim of this study was to assess how basic school teachers' job satisfaction relates to their productivity in the Asante Akim South District of the Ashanti Region of Ghana. The descriptive design was employed in conducting the study. The population covered all the Basic School teachers in the Asante Akim South District. The sample size was 217, made up of 179 males and 38 females. A questionnaire was used to collect data from respondents. Data analysis was done, using frequency and percentage counts as well as the Pearson Product Moment correlation. Key findings of the study indicated that majority (71.9%) of the respondents perceived that the government's District Best Teacher award scheme only motivates a few teachers at the expense of the majority of teachers. Teachers' level of job satisfaction shows a strong positive correlation with teacher productivity ($r = 0.870$, $p = 0.020$). In order to enhance teacher job satisfaction and productivity, it was recommended that the District Best Teacher award scheme should be made to cover at least 20% of teachers in the district instead of an individual so that majority of them would not feel unmotivated, neglected and unrecognized. Government should make teacher promotions and salaries relatively equitable and competitive with that of workers in other analogous institutions in the country in order to enhance their job satisfaction and productivity.

Keywords: basic school, job satisfaction, productivity

1. Introduction

The importance of job satisfaction the world over is very critical for teacher motivation and productivity at all levels in the educational sector (Ololube, 2011). Job satisfaction according to Ololube (2011) refers to "the ability of the teaching job to meet teachers' needs and improve their job or teaching performance" (p. 2). Ololube, further opined that job satisfaction and motivation are very vital in the lives of teachers because they form the very primary reasons for working as teachers. Baron and Greenberg (2015) could not agree more with Ololube (2011) when they asserted that the most "paramount element for the survival of institutions and organizations is motivation and job satisfaction of its workforce" (p. 190). While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction (Ololube, 2011). According to Porter and Lawler (as cited in Aggarwal, 1994), employees job satisfaction and productivity is mediated by abilities, traits and role perception. This implies that for the basic school teachers to be highly motivated and productive, there is the need to offer them training in the form of in-service training and other workshops (intrinsic reward) relating to the job of teaching. This will undoubtedly help them perceive the roles and job of teaching as within their knowledge and expertise for higher productivity to be achieved.

Motivation is the root of job satisfaction and no doubt a powerful force that spurs people on in order to enhance productivity and ensure the survival and continuity of all organizations including the Ghana Education Service (GES) (Lussier & Achua, 2001). Motivation is multi-dimensional; we are all not motivated by the same thing. Some people are motivated by either financial or nonfinancial rewards while others by financial and nonfinancial rewards (Cole, 1996). Schien as quoted in Cole (1996) grouped man into rational, economic, social and self-actualizing.

The economic man is motivated to work because of the economic gains that he would get. People under this category therefore go to work for money and will work very hard for it (Cole, 1996). The social man works effectively if social needs like peaceful and friendly atmosphere exist between him and the management as well as work co-workers. Self-actualizing people seriously look for challenges and personal growth as well as success in order to enrich their lives.

When workers do not get satisfaction for their internal drives, food and basic necessities for their survival, given incentives and chance to affiliate and socialize, their job satisfaction is affected. In a similar vein, when motivation is lacking in institutions and organizations, demonstrations and strikes are experienced in all forms (Lussier & Achua, 2001). The University Teachers Association of Ghana (UTAG) for instance, for similar reasons aforementioned, went on strike in 1995 for almost a year which threw the universities' academic calendar out of gear that year. The Colleges of Education Teachers Association of Ghana (CETAG) also embarked on strike in 2018 for almost two months for similar reasons. The basic schools teachers including those in JHS are no exception.

The basic school teachers since time immemorial have been agitating for better conditions of service. Between 1974 and 1984 an estimated two million Ghanaians including teachers and doctors left for Ugander, Botswana and Nigeria in search of greener pastures (Ackom, 2004). In 1999, teachers went on strike for salary increments and better conditions of service (Senyamator, Gyimah, Minadzi, & Maison, 2018).

According to Amponsah, Senyamator and Gyambrab (2016), found that:

“the year 2007 saw another strike by the National Association of Graduate Teachers (NAGRAT) and some Ghana National Association of Teachers (GNAT) members lasting for more than one month, leading to the confiscation of their salaries by the government. The most disturbing demonstrations and strikes were recorded in 2011 over the placement of basic school teachers on the Single Spine Salary Structure (SSSS), where teachers called for the resignation of the GNAT and NAGRAT national leadership. This situation brought a further division in the front of teacher unions in the country. Some teachers broke away and metamorphosed into the Coalition of Concern Teachers (CCT), a trade union now with the registration number RTU/78” (p. 9).

The assumption is that if teachers are not well motivated, it will adversely affect their job satisfaction and output hence effective teaching and learning. There has been a previous study in the area by Amponsah, Senyamator and Gyambrab (2016), on assessment of basic school teachers' perception of motivation on productivity. However, it appears that there has not been any scientific study in existing literature on the relationship between basic school teacher job satisfaction in the Asante Akim South District and their productivity. It is to fill this void in research that this study was carried out.

1.1 Employee Job Satisfaction, Compensation and Productivity

Danso (as cited in Amponsah et al., 2016), investigated into the relationship between teacher job satisfaction and teacher performance among Junior high school (JHS) teachers in the Sekondi-Takoradi Metropolis. He sampled 140 teachers made up of 52 males and 88 females from 30 schools in the metropolis for the study.

Danso's study, made the following important findings and recommendations that are relevant to this current study. The findings revealed that:

- 1) There was a strong relationship ($r = 0.75$) between teacher job satisfaction and teacher productivity.
- 2) Majority of teacher's job satisfaction in the metropolis was affected by conditions of service, students' good academic performance and in-service training.
- 3) Improvement of teachers' salary, their involvement in decision making and good communication in the schools were important and strongly related ($r = 0.65$) to teacher job satisfaction.

The study recommended that the Ghana Education Service (GES) should ensure that conditions of service of teachers were improved and good salaries paid to them; society and other stakeholders should be educated to respect and recognize the efforts of teachers.

According to William, Cunningham, Paula and Corderio (2000), a reasonable compensation that recognizes quality of performance and is objectively administered could help remedy some of the dissatisfactions voiced by school teachers in school districts.

The most obvious kinds of compensation are wages and fringe benefits. However, a truly effective compensation must be multifaceted, incorporating both intrinsic and extrinsic aspects (Dornye, 2001). Rebores (2007) developed a model address many issues regarding teacher job satisfaction. First and foremost, the model

revealed that job satisfaction could be weaved into a complete system for both rewarding performance and creating organizational commitment that encourages improvement of performance.

Job satisfaction is a reward that the employee receives from doing the job itself. The employee's job satisfaction is usually increased by the following: Participation in policy-making process, greater job discretion, increased responsibility and opportunities for professional development (Dornye, 2001).

According to Rebores (2007), job satisfaction is divided into direct (financial) and indirect (none financial) compensation. He further explained that "direct or financial compensation is considered the stimulus to better performance and productivity. The most common form of direct compensation is salary, extra duty allowances, overtime pay, holiday pay, and merit pay for performance" (p. 252). Rebores also stated that "direct compensation is also an element of teacher job satisfaction that generates the most controversy and disgruntlement among teachers and employees" (p. 252). In fact, we could not agree more, with Rebores on this one. This is because, it was the issue of direct compensation (salary) that triggered an unprecedented teacher demonstration and strikes among basic school teachers in the Asante Akim South district and nationwide following their placement on the Single Spine Salary Structure (SSS), by the Fair Wages and Salary Commission (FWSC) of Ghana in the year 2011. Thus, this implies that teachers should be paid well to enhance their motivation and productivity. Industrial psychologists have long stated that rate of pay is not the most important determinant of job satisfaction. However, it is an indispensable part of every compensation package (Rebores, 2007).

Lussier and Achua (2001) found out that job satisfaction is the means to the end (productivity) and not the end. They found skill training of employees, attractive salary, good working condition, inter-personal relation, supervision, fringe benefits and management policy as the foundations of teacher job satisfaction. Herzberg (1993) however, found responsibility, career growth and advancement, achievement, recognition and job enrichment as the key variables that define teacher job satisfaction and not attractive salary, fringe benefit and supervision. Herzberg therefore concluded that organizations and educational institutions must realize the importance of in-service training, making jobs more interesting and challenging as a way of engendering high level of job satisfaction and productivity.

The foregoing discussions so far showed that teacher job satisfaction and motivation required for productivity is not determined by financial or external rewards alone but rather, determined by extrinsic and intrinsic variables of motivation.

Owusu (2011) investigated into stakeholders' assessment of the District Best Teacher Award Scheme in the context of the basic education sector improvement in the Komenda Aguafu Edina Abrem District of Ghana. The purpose of this study was to examine stakeholders' assessment of the GES best teacher award scheme with regard to its teacher job satisfaction and contribution to achieving quality basic education delivery in the Komenda-Edina Aguafu Abrem District (KEEA) in the Central region of Ghana. A sample of 230, made up of 160 teachers, 20 district education office staff, 40 chairmen of Parent Teacher Association (PTA) and School Management Committee Members (SMC), and 10 Assembly members was used for the study. The findings revealed that:

- 1) Most teachers felt that the district and regional best teacher award scheme had outlived its usefulness in terms of enhancing teacher job satisfaction.
- 2) Prizes given to best teachers at district and regional levels were not adequate to motivate teachers to be productive.
- 3) The award scheme could not engender job satisfaction and motivation of all teachers in the district to be productive.

1.2 Statement of the Problem

The problem of teacher job satisfaction and motivation is known and more often than not expressed by political leaders, newspapers and teachers themselves in the form of strikes and demonstrations. For instance, the Daily Graphic newspaper of Wednesday, 8th February 2012 (as cited in Amponsah et al., 2016) reported that "since the year 2010, 20,000 teachers were promoted and placed on proper scales but some allowances due them were not paid. The GES has the habit of demotivating teachers. Teachers' problem should be seen as a national disaster" (p. 3).

The ex-president of Ghana, Mr John Agyekum Kufour (2000–2008), recognized the fact that workers including teachers were poorly paid in the country, and initiated the enactment of a Single Spine Salary Structure (SSSS) with the intent of paying workers well and eliminating unfairness in the workers' pay system. Teachers were

placed on the SSSS but were not satisfied due to perceived disparities observed in relation to other analogous institutions and organisations regarding the salaries. This triggered nationwide demonstrations by teachers including those in the Asante Akim North district in 2011 (Amponsah et al., 2016).

Empirical studies by Solomon (as cited in Amponsah, Senyamator & Gyambrah, 2016) show that the district best teacher award programme instituted by the government of Ghana to motivate teachers to increase their output, is yet to yield the desired dividend of teacher job satisfaction, motivation and productivity. Many teachers in the district are of the view that, the district best teacher award scheme by government only motivates a teacher or few teachers at the expense of the majority of teachers in the field. This according to Rebores (2007) has a telling effect on teacher job satisfaction, motivation and productivity.

The centre piece of this study therefore, was to examine how job satisfaction relates to basic school teachers' productivity in the Asante Akim South District of the Ashanti Region of Ghana.

1.3 Research Questions

- 1) How does the district best teacher award programme by government motivate teachers to be productive?
- 2) How does job satisfaction relate to teacher productivity?

2. Methodology

2.1 Research Design

Descriptive research design was employed in the conduct of the study. This design was used in collecting data in order to answer research questions concerning the current status of the subjects of study (Gay, 1992).

2.2 Population and Sample

Sarantakos (1998) refers to population as the whole set of objects and events or group of people which are the objects of research and about which the researcher wants to determine some characteristics. Therefore, the target population was all primary and Junior High School teachers (JHS) in the Asante Akim South District. JHS teachers in the Asante Akim South district totaling 500, made up of 415 males and 85 females formed the accessible population (GES, Asante Akim South District JHS Teacher Population, 2011/2012).

The sample for the study was 217 teachers selected from the 500 teachers in the Asante Akim South district. The selection was in line with Krejcie and Morgan's criteria for selecting sample size, (as cited in Cohen, Manion, & Morrison, 2007) which indicates that a population of 500 should go with a sample size of 217. The population comprised of two strata: 415(83%) males and 85(17%) females. Therefore, proportionate stratified random sampling technique was used. The sample size of 217 represents 43% of the accessible population (500). Consequently, we used a table of random numbers to select 43% of the participants from each strata of the population identified which resulted in selecting 179 males and 38 females for the study. This is outlined in Table 1.

Furthermore, with reference to Krejcie and Morgan's criteria for selecting sample size (as cited in Cohen, Manion, & Morrison, 2007), a population of 62 should go with a sample size of 45, thus with the aid of table of random numbers, 45 Junior High Schools (JHS) were selected out of the 62 Junior High Schools in the Asante Akim South District for the study.

Table 1. Distribution of the sample by gender and marital status

Marital Status of Respondents	Gender of Respondents				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Single	98	54.7	27	71.1	125	57.5
Married	77	43.0	11	28.9	88	40.6
Separated	3	1.7	0	0.0	3	1.4
Divorced	1	0.6	0	0.0	1	0.5
Total	179	100	38	100	217	100
		82.5%		17.5%		

Source: Field Data, 2012.

As contained in Table 1, majority (82.5%) of the respondents were males. In relation to respondents' marital status, 57.5% of the respondents were single while 40.6% were married. The Table further indicates that only 0.5%

of the teachers were divorced. Based on percentage distribution of the elements, it is clear that females are grossly under-represented among JHS teachers in the Asante Akim South District.

2.3 Data Collection Instrument

Self-designed close-ended questionnaire was used for data collection. The questionnaire was divided into three sections: A, B and C. Section A dealt with personal background information on respondents, B dealt with responses on job satisfaction and section C touched on responses on teacher productivity.

2.4 Validity and Reliability of Instrument

The instrument was administered personally to the respondents. The internal consistency of the instrument was calculated using Cronbach's alpha. The Cronbach's alphas of the instrument generated was 0.78 with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) version 16, was used to analysed the data.

Further calculation of reliability of the questionnaire was done on construct and variable bases. This statistical validation on the Likert-type scale of the items in section B and C were based on the Cronbach's alpha reliability test. With the help of the same statistical software, the internal consistency of the Likert-type scales and the demographic data for Cronbach's alpha co-efficient was determined. There was 100 percent response rate. The reliability co-efficient of the sections are shown in Table 2. Research has shown that scales with Cronbach's alpha co-efficient of 0.70 or more are considered to be reliable (Pallant, 2001).

Table 2. Computed reliability co-efficient for the data collected

Questionnaire Category	Number of Items	Sample Size	Cronbach's Alpha
The district best teacher award programme and teacher productivity			
How salaries and wages relate to teacher productivity			
Job satisfaction and teacher productivity			
Main Instrument	140	30	0.780

Source: Field Data February, 2017.

2.5 Data Analysis

Data collected from the field were edited, coded and entered into the Statistical Product for Service Solutions (SPSS) version 16. Research question 1, was analyzed using frequency count and percentage analysis, and research question 2 was analyzed with the Pearson product moment. This statistical tool was considered appropriate because the question involved has to do with finding relationships between variables that were measured on an interval scale

3. Results and Discussion

This section presents the findings emanating from the data collected from the administered questionnaires. The discussion includes the interpretation of the findings in reference to the previous findings and theory.

3.1 Research Question One: How does the district best teacher award programme by government motivate teachers to be productive?

The first line of investigation focused on how the district best teacher award programme by government motivates teachers to be productive. Frequencies and percentages were used to analyze the data. Issues examined included the district best teacher award programme put in place by the GES to motivate teachers to be more productive, whether the award winners serve as role models and source of motivation for other teachers to work harder, and whether the mode of selecting teachers for the award is fair and therefore motivates them to be more productive. Other issues considered were the prestige associated with the district best teacher award programme and the favouritism associated with the mode of selecting awardees. In all, seven items were used to answer this research question as depicted in Table 3.

Table 3. The district best teacher award programme and teacher productivity

Statement	Disagree		Agree	
	No.	%	No.	%
The district best teacher award programme put in place by the GES motivates you to be more productive.	80	36.9	137	63.1
The award winners serve as role models and source of motivation for you to work harder.	66	30.4	151	69.6
The best teacher award programme motivates a teacher or a few teachers at the expense of the majority.	61	28.1	156	71.9
This is not good enough for teacher motivation and productivity.				
The mode of selecting teachers for the award is fair, thus motivates me to be more productive to win some.	139	64.1	78	35.9
The prestige associated with the district best teacher award programme motivates you to be productive.	82	37.8	135	62.2
The favouritism associated with the mode of selecting awardees is a disincentive to teacher motivation and productivity.	44	20.3	173	79.7
The district best teacher award programme put in place by GES has no bearing on teacher motivation and productivity.	109	50.2	108	49.8

Source: Field Data February, 2017. n = 217.

The items were measured on a discrete four-point Likert scale of one to four with one showing the least agreement while four strong agreement. Based on this scale a theoretical mean of three (2.5) was derived and used to segregate responses into categories of agree/positive (2.5 or higher) and disagree/negative (less than 2.5). The four-point scale was transformed into two by pulling strongly agree and agree together to form agree while strongly disagree and disagree were also pulled together to form disagree. The results are depicted in Table 3.

As contained in Table 3, majority (63.1%) of the respondents were of the view that the district best teacher award programme put in place by the GES motivates teachers to be more productive. Similarly, 69.6 percent of the respondents admitted that the award winners serve as role models and source of motivation for teachers to work harder.

These findings are in line with that of Olayeni (2008). Olayeni, found out that various means of motivation such as, good remuneration, welfare services, fringe benefits and training of staff should be used to motivate employees for them to be more productive. He further found that it is important to use various incentives that are enjoyed by all the employees without any discrimination and discrepancy to prevent loopholes to achieving their organization's goals.

Table 3 depicts further that, 71.9 percent of the respondents perceived the best teacher award programme as a motivating factor which motivates a few teachers at the expense of the majority. This is not good enough for teacher motivation and productivity. However, majority (64.1%) of the respondents were of the view that the mode of selecting teachers for the award is unfair and that this does not motivate them to be more productive in order to win some awards. The findings support that of Johnson (1986) who found that unfair treatment meted out to employees for their efforts and achievements was demotivating. Johnson further opined that if employees perceive organizational decisions and managerial actions to be unfair and unjust, they are likely to experience feelings of anger, outrage, and resentment. The findings show that individual teachers who work in exchange for rewards from the GES are motivated by the desire to be equitably treated at work to boost their self-esteem and productivity as suggested by Maslow (1998) regarding human expectation management.

However, the findings are incongruent with the views of Lussier and Achua (2001). Lussier and Achua posited that equity in itself is mixed, because people who believe they are over rewarded usually do not change their behaviour. Instead, they often rationalize that they deserve the outputs. They further found that when employees believe they are equitably rewarded they are not actively motivated. However, when employees believe that they are under rewarded, they are de-motivated. Therefore, employee motivation by institutions and organizations is largely determined by fair and equitable treatment of the employees.

Majority (62.2%) of the respondents admitted that the prestige associated with the district best teacher award programme motivates teachers to be productive. Similarly, 79.7 percent of the respondents were of the view that the favouritism associated with the mode of selecting awardees is a disincentive to teacher motivation and productivity. However, 50.2 percent of the respondents disagreed that the district best teacher award programme put in place by GES has no bearing on teacher motivation and productivity. Meaning the programme has a bearing on teacher motivation and productivity. These findings are congruent with that of Valogo (2007). Valogo found low job satisfaction among teachers. The teachers were not satisfied with their salary levels, condition of service, incentives and status in society. However, the study revealed that the graduate teachers were satisfied with promotion opportunities and interpersonal relationships with their headmasters, colleague teachers and

supervisors. These opportunities and other fringe benefits available to teachers no doubt have some positive effects on their motivation and productivity.

3.2 Research Question Two: How does job satisfaction Relate to Teacher Productivity?

The last research question of the study was to find out if there was a significant positive relationship between teachers' job satisfaction and teacher productivity. Pearson Product Moment correlation was used to determine the relationship. A correlation was established between the two major variables as shown in Table 4. Four items were pulled together to form teachers job satisfaction variable. These were about how the satisfaction and love of teaching without money is enough motivation for teachers to be productive, how teachers are productive when their job becomes more interesting and challenging, how friendly social atmosphere and good communication system in schools serve as sources of teacher job satisfaction, and how teacher motivation to be productive stemmed from job satisfaction. On the other hand, three items were also pulled together to form teacher productivity variable. These were; how students' achievement of great success motivated teachers to be productive, how in-service training and other training workshops in the GES relating to teaching job made them to be productive and motivated, and how teachers become very productive when they realise that they had the competence to deliver their job and achieve success.

Table 4. How does job satisfaction relate to teacher productivity

Variable	Mean	Std. Dev.	Teacher Productivity	Sig.
Job satisfaction	2.738	0.544	0.870*	0.020

Note. *. Correlation is strong at 0.05level (2-tailed). n = 217. Source: Field Data, 2017.

As depicted in Table 4, teachers' level of job satisfaction shows a strong positive correlation with teacher productivity ($r = 0.870$, $p = 0.020$). Using Cohen (1988) suggestion for interpreting correlation coefficients, the association between teachers level of job satisfaction and teacher productivity was very strong. In other words, there was a positively strong relationship between teachers level of job satisfaction and teacher productivity. This indicates that if teachers are more satisfied in their job they will be more productive in the same direction strongly.

The finding is in line with that of Aboagye (2006). Aboagye found that the District Best Teacher Award Scheme as an organizational welfare facility was no longer easy to win due to the bureaucracy and cronyism associated with the process of selecting the award winners, and majority of teachers now found the scheme to be unfair to them. This brought about their low productivity since they were experiencing low level of job satisfaction. Aboagye (2016) further found out that there are individual differences in what constitute job satisfaction. Thus, all motivation programmes should be multifaceted in order to address the diverse needs of employees. Without intrinsic motivation in the equation of motivation, lack of success is inevitable. This is because intrinsic rewards are necessary for consistent employee productivity and job satisfaction (Aboagye, 2016).

4. Conclusions and Recommendations

Based on the findings of the study, the following conclusions are made: Job satisfaction and motivation are very essential for the continuing growth of teachers in every educational system around the world, and they rank alongside professional knowledge, skills, content competencies, educational resources as well as strategies in genuinely determining educational success and teacher productivity (Ololube, 2011).

Teachers feel motivated, satisfied with job and are productive when their needs (opportunity for professional development, in-service training, attractive salaries, welfare support services and so on) are met by government and the GES.

Teacher job satisfaction encompasses proactive administrative structures in the schools to make teachers productive and more professional. Teacher job satisfaction and productivity would further be triggered when teachers are offered recognition on the job to contribute their experiences, knowledge and expertise toward the running and administration of their respective schools.

It is worth nothing that teacher job satisfaction is a complicated and multi-faceted concept, whose application should be carefully done with commitment by employers and managers of the educational system in order to elicit the desired result of productivity.

Based on the key findings and conclusions of this study, the following recommendations are made.

- 1) For the district best teacher award scheme to enhance teacher job satisfaction and productivity, the scheme should be made to cover at least 20% of teachers in the district so that majority of teachers would not feel unmotivated, neglected and unrecognized.
- 2) School heads should be visionary, empowering, creative, interactive and passionate about their work to enhance teacher job satisfaction and productivity.
- 3) School heads should try as much as possible to involve teachers in their schools in most of their decision-making processes to enable them contribute their knowledge and expertise toward the running and development of their schools.
- 4) There should be open and free flow of communication between management of schools and their teaching staff.
- 5) For one to expect higher teacher productivity, teachers' job satisfaction, promotion and salaries must be made to be relatively equitable and competitive with that of workers in other analogous institutions in the country, in order to retain them and avoid strikes and agitations among teachers due to comparisons they more often than not make.

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