

DETERMINANTS OF TEACHER MOTIVATION AND JOB PERFORMANCE AT SENIOR HIGH SCHOOLS IN GREATER ACCRA REGION, GHANA

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ABSTRACT: *This study aimed to investigate the factors affecting teacher motivation and job performance/productivity at senior high schools in the Greater Accra region, Ghana. The study is quantitative in nature and survey approach was employed to gather data from 676 respondents out of sample size of 700. Descriptive statistical test as well as Exploratory Factor Analysis (EFA) and Confirmation Factor Analysis were used to analyze the data obtained from the respondents. In addition, tools such as mean, standard deviation, frequency and Ordinary Least Squares (OLS) were employed. The study found that motivations of teachers are low due to the lack of such variables as medical allowance, accommodation allowance, pension scheme, career advancement, recognition and low level of salary compare to their colleagues with the same qualifications in other government's institutions and this is impacting negatively on their job performance. It was suggested by the teachers that major paradigm shift in Ghana education policies in connection to factors such as school governance, remuneration, safety and security, as well as assessments and evaluations needed to be revised for an improved performance.*

KEY WORDS: Determinants, teacher, senior high schools, motivation, job performance, Ghana

INTRODUCTION

The importance of motivation and its impact on the performance of employees as well as their retention is recognized by practitioners in the field of human resource and capacity development and top management as well (Heathfield, 2017, Muogbo, 2013, Maryan, 2014). Ghana Education Service (GES) is the employer of Ghanaian teachers who are the pivotal point of present study. Every employer, and in the case of Ghanaian teachers; GES has the responsibility to motivate its employees in an apt manner for an efficient performance so as to ensure the organization's goals and or objectives are achieved.

However, recent studies have shown that considerable attention has not been given to teacher motivation and their personal needs (Brown, 2018). A study conducted by Ariani has found that the quality of education including educators competence are widely regarded as one of the most critical factors that come together to create overall quality of education (Ariani, 2015). Seniwoliba has noted that teacher motivation is very poor in Ghana; yet, much is demanded from them in terms of higher productivity (seniwoliba, 2013). A study conducted by Agezo (2010) on pre-tertiary teachers in Ghana has found that teaching profession which used to be a noble one in Ghana has deteriorated in recent time. According to Salifu and Agbenyega (2013), teaching as a

profession in Ghana is now regarded as a stop gap for many entrants due to the lack of motivation of teachers.

It is widely believed that this trend is exerting pressure on most students to resort to examination malpractices to pass their West Africa Examination certificate at Junior and Senior High school level. This is as a result of the inability on the part of the teachers to go extra mile to ensure the completion of the syllabus and to prepare students well enough for their examinations. GES and the Ministry of education (MoE) and other stakeholders in education expect teachers to render high quality of work to the students/society without taking into consideration the role motivation plays in achieving these results. Saba (2011) has noted that effort must be made to ensure motivation and job satisfaction in the educational sector is improved since better stimulus to some greater extent increases productivity that is beneficial to all stakeholders. Thus, the purpose of this study was to identify major factors affecting teacher motivation and their job performance in pre-tertiary institutions in Ghana.

Statement of the problem

Study has shown that one of the contributing factors to high performance in the teaching profession is teachers' motivation (Petronolla, & Jeremiah, 2018). It has been noted that teachers must be seen as professional workers and that efforts should be made to address their shortcomings (Certo, 2010). However, it appears that the fundamental contributing factors to these shortcomings are neglected by the GES top hierarchy. As observed by Nyarko, Akenten and Abdul-Nashiru (2013), "the education landscape in the country is now besieged with problems and incongruities".

As pointed out by Murage and Kimani (2014), the absence of motivation among teachers is one of the main factors affecting student's performance in the pre-tertiary schools in Ghana. It has also been observed that the lack or absence of motivation is determined by factors such as rewards/incentives, school environment, the community, availability of teaching and learning materials and infrastructure availability (Akiba, M., Chiu, Y., Shimizu, K., & Liang, G., 2012). However, there are challenges with the factors that determine motivation of teachers in most of the schools in Ghana. For instance, study conducted by Ghana National Association of Ghana (GNAT) and Teacher and Education Workers Union (TEWU) have confirmed that rewards/incentives given to teachers in the form of remuneration and other bonuses have been a topical issue in Ghana (Akafo & Boateng, 2015).

In recent years for example, Ampofo (2012), Salifu and Agbenyega (2013) argued that the provision of better incentive in the form of salary and other allowances in GES are nothing to write about. The researcher is of the view that the most important human capital in the education establishment that enables it to achieve their core objective is the teacher; hence, every effort must be made to ensure teachers in Ghana are well motivated to achieve their professional goals. Therefore, it is imperative to identify major factors affecting teacher motivation in pre-tertiary institutions in Ghana; hence the need to delve into these factors. The rationale behind this write-up was the fact that several studies have shown that more research work have been carried out in the educational sector in the rural areas of Ghana on teacher motivation (Eigun, 2013; Salifu, &

Agbenyega, 2013). However, a scanty number of works has been carried out in the urban centres especially in the national capital-Accra hence the need delve into it to ascertain the factors affecting teacher motivation and job performance in Greater Accra (the national capital).

LITERATURE REVIEW

Motivation is unobservable directly. As noted by Kwon (2016), “motivation resides within an individual and it enables them to act in a particular manner to achieve specific goals and objectives”. For instance, acquiring money is owing to extrinsic motivation but the main reason behind the acquisition of the money is the drive within the individual to meet intrinsic needs like food, shelter, social status, and respect Kwon averred. Distinctively, motivation and satisfaction are not the same. Whereas satisfaction is history (focus on the past event), motivation is future looking (Agarwal, & Gupta, 2015).

Research has shown that an employee can be satisfied with the financial incentive of the job he or she is doing but that does not necessarily mean the worker is entirely motivated in doing and achieving set targets continuously (Hayes, 2014). According to Heathfield (2017), a search of literature by psychologists revealed that motivation is an 'internal state' or condition comprising wish, needs or want that enable or uplift behaviour of a person or an entity and provides a direction. Ghazanfar, Chuanmin, Khan, and Bashir(2011) have noted that there is acknowledgement in academia, which have proved that the factors responsible for behaviour are apparently likely not to be the same as those that provide for it perseverance. It has been found that theories on motivation presuppose that motivation is concerned about the performance of all educated response. That is, academic activities will not take place unless such behaviours are energised (Agarwal, & Gupta, 2015). It has been noted that a psychologist’s main debate is whether motivation is primary or secondary influence on behaviour.

In recent years, teacher motivation in Africa and South Asia are the most debatable topics (Heathfield 2017; Olumide-Aluko et al., 2013). However, previous study has indicated “that high percentage of teachers working in government schools in developing countries are poorly motivated and as a result causing low morale and job dissatisfaction” (Cheptoek, 2000). Agarwal and Gupta (2015) upheld this view on his study of the EFA Country Assessment for Pakistan. He observed that poor teacher motivation is a major challenge, which is seriously compounded by political interference.

Another research study investigated the relationship between some characteristics of organizational climate and employee satisfaction and organizational performance in Bharti Airtel India Ltd at Shimla Head Office. The result has shown a positive relationship between organisational climate and employee satisfaction. The climate of any organisation is found unable to create a satisfactory atmosphere for its employees it may lead to decline in the loyalty and satisfaction of the very important assets of any organisational (Kumar, 2014). Nambassa (2003) has previously conducted a similar study to ascertain the impact of classroom supervision on the quality of teaching and learning in basic schools of Wakiso District of Uganda. The findings have

shown a nasty revelation in which cases of malfeasance among teachers are reaching unprecedented levels in many schools; drunkenness and physical abusive and non-commitment to other curriculum activities was pervasive.

Literature established that little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. It was opined that since there is little information, the incidence of poor teacher motivation and job satisfaction could well be seriously over-emphasised mainly owing to the pervasive negative stereotyping of teachers (especially by the media) in many countries (Olumide-Aluko et al., 2013). A study conducted by Mustapha and Ghee (2013) indicates that the characteristics of the individual teachers can also negatively impact on their motivational levels. It was further noted that “the age profile of teaching staff has become younger in many countries due to the rapidly expansion of basic school enrolments and or higher rates of teacher attrition”. This means that the situation is not hopeless as some thought of since there are sizeable number of teachers (experience ones) who can serve as mentors and provide professional assistance and leadership.

In sub-Saharan Africa, Akyeampong (2011) observed that secondary school teachers are older than primary school teachers according to the study. Another research study reveals that teachers in government schools in many countries are predominantly from higher socio-economic backgrounds and have been brought up in urban areas (Tayfun & Catir, 2014; Pawar, 2013). It was also observed that motivational patterns are not the same among men and women in the developing countries (Arshadi & Damiri, 2013). They opined that men are mostly concerned of financial incentive (extrinsic) while women are mostly concerned of non-financial incentive (intrinsic). According to Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011), performance of teachers are affected by both social and economic conditions such low salary, lack of facilities, status of teachers in society, teachers’ mental health and morale, stress of work, relation with staff and head teachers, working environment are those factors that have strong impact on female teacher performance. There is a decline in the level of teacher performance in the absence of these economic conditions especially where the school is located. The study concluded that that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

Research conducted years ago (for example, Dessler 2005; Bennell, 2004) has shown that job performance and motivation are different, especially from the teachers view point in schools. Motivation is an input to work while job performance is an output from this motivation. From a teacher’s perspective, it may be difficult to distinguish between motivation and job performance. One can inferred motivation from the output produced the possibility of high motivation and low output or low motivation and high output is often not considered (Mustapha & Ghee, 2013). The implications of either neglecting motivation or considering it as a part of job performance for the empirically observed relationship between job performance and motivation can be significant (Olumide-Aluko et al., 2013).

Much of the available literature and research studies (see, Karan, 2009, Kardam, and Rangnekar, 2012, Torrington, Hall, Taylor & Atkinson, 2013) on motivation established that, there are a

number of questions, which has to do with perception, ability and stress. Even though studies revealed that motivated individuals may perform better, it must however be carefully managed so that they do not spend most of their energy and time on aspects of the work they find stimulating which may be of little or no benefit to the company. If the right and requisite skill are available, motivated employees may be more productive to do the job and the perception to realize whether they have or not. Some authors (Mustafa & Othman 2010; Alam & Farid, 2011) have been examining perceptions of high school teachers about the impact of motivation on their performance at workplace. It has been observed that there is a positive correlation between motivation and work performance of teachers, and that, the greater the level of motivation the higher the performance of the teacher. Therefore, the provision of higher level of motivation to teachers will increase their job performance.

Studies (e.g., Coetzee & Stoltz, 2015) conducted on the subject of motivation and performance have shown that a teacher's performance improves when there is training and research activities in the educational set up. They opined that the actual driver of performance is motivation of teaching staff and that the motivation of teaching staff is positively relational to performance. Another study, for example, Afull-Broni, (2012:309) found that the enhancement of the motivation of teaching staff improves their performance/outcome. Other studies in the developed countries, for example, Uzonna (2013:208) concur with the previous finding. It has been observed for instance that in the tertiary level of education, training, level of education and research experience moderates between the positive relationship of motivation and performance (Rasheed et al., 2010; Shah et al., 2012). Thus, performance and its relationship with motivation are linked by training, level of education and research experience. Next section looks at the method used in collecting data and its analysis.

RESEARCH METHOD

In this study, the data collected is numerical; hence quantitative in nature. Quantitative research is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Saunders, Lewis & Thornhill, 2012). It has been noted that quantitative research provides precise and numerical data; provides overall descriptions of situation or phenomena; useful for studying large population and its findings are relatively independent from the researcher (Blanche, Durrheim & Painter, 2010). The researcher made use of survey procedure to collect a quantitative data for analysis because of low cost and east access (Cooper & Schindler, 2013, Maxwell 2013).

Sampling technique

The present study adopted random and convenience sampling techniques. According to Bernard (2013) and Saunders, et al., (2012) random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. According to Bernard (2013:145), “a convenience sampling is one that is simple available to the researcher by virtue of its accessibility”. After the researcher had randomly sampled 20 schools, a questionnaire has been given to the

teachers who were available and willing to participate at the time of the visit to the schools.

Procedures for the selection of the participants

A list of all secondary schools in the Greater Accra Region, Ghana was obtained from the office of the Director of education, greater Accra region as well as agencies and departments under Ministry of Education (MoE) and Ghana Education Service (GES) Head Quarters respectively. Twenty (20) schools were randomly selected after which the questionnaires were administered to the teachers in these schools. The heads or the assistant heads of the selected school in addition to 20 directors from GES and Ministry of Education answered a separate set of questions. Prior to this, introductory letters were obtained from the University of South Africa (Unisa) to the GES official to seek permission to sample views from the teachers under Greater Accra Region and this has also taken care of the ethical considerations.

Data collection techniques and instrumentation

This researcher adopted questionnaire as an instrument for gathering data for the study. Both open-ended and close-ended questions were employed. The researcher adopted 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 ranges from 'strongly agree' to 'strongly disagree' (Creswell, 20013, Singleton, & Straits, 2018).

Data analysis and interpretation

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. Variables of motivation were ranked and used for the analysis in terms of its characteristics. To ascertain the level of motivation of the individual variables as well as the aggregate variables so as to obtain the total level of satisfaction, grouped means and standard deviation were employed. In regard to this study, raw data took the form of survey responses and the results were then tallied for analysis. The results were organised based on the research objectives of the study.

Validity/Reliability

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. In the current study, the researcher administered the same type of questionnaire to the targeted population under investigation and using Cronbach reliability test, alpha values of degree or percentage that was attained, indicated whether the tool is right one for the assessment of job satisfaction of teachers. In this case, 0.7 is generally accepted. However, the researcher obtained <09, which was good testing.

RESULTS

A total of 676 responded to the questionnaire. The findings were obtained from the response as shown in the Tables below.

Table 1: KMO and Bartlett's Tests

Construct	KMO	Bartlett's test		
		Chi-square	df	p
Satisfaction	0.690	1188.77	66	0.000
Motivation	0.879	3052.83	91	0.000
Commitment	0.699	806.228	45	0.000

Note: KMO = Kaiser-Meyer Olkin
 Source: Survey data, 2018

Table 1 shows the KMO and Bartlett's tests that are used to evaluate the sample size adequacy and validity of the EFA. The general rule of thumb is that a KMO value of not less than 0.5 is satisfactory and indicates validity of EFA (Jensen & Laurie, 2016). Moreover, a significant Bartlett's test at $p < .05$ (or better) suggests that EFA is valid and that its sample size requirement is met. In the table, the KMO value of each of the three constructs is greater than 0.5, with motivation accounting for the largest KMO of 0.879. Each construct is also associated with a significant Bartlett's test at $p < .0001$. Hence, each EFA in Table 1 is valid and meets sample size requirements.

Table 2: Descriptive Statistics on Opinions of Directors and Heads Regarding their Training and Development

Indicator	Max.	Mean	SD	Rank
GES offers me the training I need to help me on my job as a Principal/ Director.	5	3.63 ^d	1.12	1
My immediate boss supports my efforts to seek relevant job training.	5	3.50 ^d	1.03	2
I am allowed to take initiative to assess my skills and seek appropriate training.	5	3.46 ^a	1.11	3
Training is offered at time convenient to me.	5	3.15 ^a	1.19	4
I have an adequate budget to organize a periodic training for my subordinates.	5	2.51 ^a	1.18	7
I think the benefit offered by GES meet my needs.	5	3.00 ^a	1.32	5
GES offers a comprehensive benefits package than other agencies of the government.	5	2.85 ^a	1.09	6

Note: ^a = most respondents disagree to the statement or remain indifferent; ^d = most participants agreed to the statement

Source: Survey data, 2018

Table 3: Descriptive Statistics on Opinions of Directors and Heads Regarding their Pay and Promotional Potential

Indicator	Max.	Mean	SD	Rank
I think I am paid fairly.	5	3.17 ^a	1.23	6
GES pay policy helps attract and retain high performing employees.	5	2.39 ^a	1.00	13
The salary I receive	5	3.11 ^a	1.20	7
Allowances	5	2.89 ^a	0.98	11
Job security	5	2.70 ^a	0.98	12
Availability of transport and medicals	5	3.53 ^a	1.38	1
Accommodation facility	5	3.07 ^a	1.50	8
Job satisfaction	5	2.93 ^a	1.39	10
Teaching enjoyment	5	3.18 ^a	1.01	5
Recognition and promotion	5	3.36 ^a	1.05	3
My status as a head teacher and or director	5	3.29 ^a	1.18	4
Career achievement	5	3.40 ^a	1.14	2
The autonomy nature of the job	5	3.06 ^a	1.20	9

Note: ^a = most respondents disagree to the statement or remain indifferent

Source: Survey data, 2018

In Table 3, virtually all factors of promotion produce low mean scores, which suggest that most heads and directors rated these factors lowly. ‘Allowances’ and ‘job security’ are other factors that produced low mean scores, which indicate that directors and heads had poor job security and low allowances. Job satisfaction is also low (Mean = 2.39; SD = 1.00), and this is an expected outcome because of the low level of job security and monetary motivation in the sample. It can be deduced from the evidence presented above that, directors and headmasters are as poorly motivated and promoted on the job as teachers. In essence, GES has a less satisfactory approach to employee motivation and promotion.

Table 4: Classification of Indicators of Satisfaction and Motivation based on Descriptive Statistics

Indicators/variable	Mean	SD
I do not feel that the work I do is appreciated	3.02 ^a	1.33
The benefits I receive are as good as most other organisations offer.	1.73 ^b	1.11
My job is enjoyable.	3.02 ^a	1.22
A healthy school climate based on respect exists at my school.	3.23 ^a	1.16
The work ethic of teachers at my school is good.	3.47 ^a	1.02
Housing and car loans are given to teachers who applied for them.	1.87 ^b	1.12
I feel a sense of pride in doing my job.	3.15 ^a	1.36
Teachers at my school are happy with their workload.	2.42 ^b	1.18
I do not lack teaching equipment.	2.05 ^b	1.20
Many of our rules and policies make doing a good job difficult.	3.16 ^a	1.35
Favouritism is not tolerated in GES.	2.56 ^a	1.32
I feel I am being paid a fair amount for the work I do.	1.88 ^b	1.17
Job Satisfaction	31.08	6.21
I have a strong relationship with the Head teacher and supervisor.	1.36 ^c	0.85
There is a medical allowance for teachers under GES.	2.05 ^b	1.08
My employers provide me with good work conditions.	1.84 ^b	1.08
Future pension benefits are very good.	3.23 ^a	4.13
Job security is 100% assured.	1.96 ^b	1.09
There is a fair “reward system” for our increased efforts.	2.94 ^a	1.18
Recognition and appreciation of job are done by the headmaster and supervisors occasionally.	2.13 ^b	1.09
Incentives are provided to boost motivation.	3.20 ^a	1.12
School policy is consistent and provides efficient guidelines for teaching.	2.96 ^a	1.23
There are opportunities for advancement at my workplace.	1.92 ^b	1.09
The salary I receive motivates me to go extra mile.	3.84 ^d	1.14
Relationship with fellow teachers are cordial.	1.61 ^b	0.96
My salary adequately meets my needs.	1.89 ^b	1.16
Hard works pays at GES.	3.32 ^a	0.96
Job motivation	36.97	9.64

Note: ^a = most respondents disagree to the statement; ^b = about half of the participants disagreed to the statement; ^d = most participants agreed to the statement

Source: Survey data, 2018.

Table 4 show a special classification of the mean scores associated with indicators of teachers’ satisfaction, motivation and commitment. This classification visualises the degree to which teachers were motivated, satisfied and committed.

DISCUSSION AND CONCLUSION

The aim of the present study was to investigate the determinants of teacher motivation and its effects on their performance.

Intrinsic Determinants

Recognition and promotion

It is important that good work done by teachers is well recognised and appropriately rewarded as it is normally done for other workers. The literature revealed that teachers seem to be motivated when they know that they are recognised (Akafo & Boateng, 2015). My findings indicate that most of the participants (teachers) 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 (see Table 4). This indicates that the works of a teacher is generally appreciated but with (2.13) mean score, which indicates that management and supervisor do not recognise and reward teacher for a good work done (See Table 4). These views were not different from what the head teachers and directors expressed as in (Table 3). The recognition and promotion have a mean score of 3.36, thus, majority of heads’ view collaborated with that of the teachers.

Extrinsic Determinants

Salary, Reward and Attractive Remuneration

Successful collaborative work among teachers should be rewarded. Financial incentives are often more effective when directed at entire teaching teams as opposed to individual teachers. Developing fair and transparent reward systems of this kind is a major challenge in the context of public education systems in most Less Developing Countries (LDCs) (Cherian & Jacob, 2013). As a result, the link between academic and professional qualifications and teacher pay need to be progressively examined. 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). (Table 4).

The views of the teachers corroborated with that of the heads and directors. For example, about half of the heads and directors participants disagree with the statement “I feel I am being paid a fair amount for the work I do”. The mean score of (1.88) shows their disagreement (see Table 4). Most of the heads and directors also disagree with statement that “GES offers a comprehensive benefits package than other agencies of the government” (Table 1). It seems the pay they received is inadequate but both directors and teachers are still committed to their job (see Table 4). 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.

Other allowances

Literature revealed that teachers complained about unavailability of pension scheme, free medical care, and free accommodation and transport facilities. It has been recommended that for teachers to have stable mind to deliver, these facilities should be at their disposal (Huber et al., 2016). My findings also show the lack of these facilities at the disposal of the respondents. The respondents disagree that these facilities are provided to them or are given to them by GES when they applied. For example, "Housing and car loans are given to teachers who applied for them" had a mean score of (1.87; SD = 1.12), which means that teachers did not receive any form of housing or car loans from GES (See Table 4). The head teachers and directors have expressed similar views. Most of the heads and directors disagree with the statement "I think the benefit offered by GES meet my needs", amounting to a mean score of (3.00=SD 1.32) (See Table 1). The challenge of the lack of these facilities and benefits for teachers is worrisome and should be critically examined if GES wants to attract and maintain qualified and experienced teachers.

CONCLUSION AND RECOMMENDATION

Previous work on teacher motivation have concluded that teachers are motivated by intrinsic factors like the love of the job, challenges in the job content and the general intrinsic aspect of the job (Ahmed & Muchiri, 2014). However, the empirical findings shows that teachers were less motivated owing to the absence external motivators like salary, fringe benefits, good working conditions and status among others with the salary being the key contributing factor impacting on teacher motivation.

Importance factors influencing motivation level of teachers

Several factors influence the motivation of teachers. These include relationship with heads and supervisor, medical allowance, good working conditions, pension benefits, job security, fair reward system, recognition and appreciation for good work done, provision of other incentive to boost morale, consistency of school policy, opportunity for advancement and monthly salary. The findings reveal that financial motivation is very low as compared to the non-financial motivation. For instance, annual bonuses, medical insurance scheme, housing scheme and salary produced very low score (Table 4). Most of the head teachers and directors also were not satisfied with their basic salary, annual bonuses, medicals and so forth.

In agreement, while head teachers and directors are satisfied with the training provided to them by their bosses, they are not able to replicate the same to their subordinates owing to lack of budget (See Table 2). In (Table 2), "GES offers me the training I need to help me on my job as a Principal/Director" produces the largest mean score (Mean = 3.63; SD = 1.12). This means that GES offers directors and headmasters relevant training. In contrast, heads and directors are not able to provide training to their subordinates as "I have an adequate budget to organise a periodic training for my subordinates" produced a small mean score (Mean = 2.51; SD = 1.18).

Recommendation

Poor working condition

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. Despite some improvement in pay in recent time especially the introduction of Single Spine Salary Scheme (SSSS) by the government, most teachers in the country are unable to meet their basic needs. As a result, many of them are forced to find sources of income therefore making some of them leaving the classroom during the teaching hours. The agitation that newly posted teachers get their first salary after a year of posting must be strongly examined by GES and MoE. The absence of medical, accommodation and car loans allowances, better pension package bonuses, and end of service benefits should be critically addressed if GES is willing to retain experienced teachers in schools. An increase in incentive leads to better performance and vice versa. Therefore, anything that will make the teaching profession attractive should be codified into condition of service for teachers.

Teacher involvement in decision-making

Teachers' participation in the school's decision-making can be considered priority for maintaining and refreshing their motivation and job satisfaction. Teachers feel that they are acknowledged and appreciated when their opinions are heard. Most of the time, they make useful suggestions concerning the progress of their pupils, for example, curriculum assessment and discipline. When children are genuinely valued, the school's discussions, decision and policies are focused on the pupil's progress and the teachers' skills, therefore contributing to expanding the teachers' knowledge and increasing their effectiveness in the classroom. It is strongly recommended that teachers should be made to take part in the decision-making process and be involved in the formulation of educational policies. This will make teachers make inputs that will impact on their livelihood in a positive manner. This may lead to policy formulation that will address issues affecting teachers directly than those issues that do affect general education.

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