UNIVERSITY OF CAPE COAST

THE EFFECT OF MOTIVATION ON STAFF RETENTION IN PUBLIC

SECOND CYCLE INSTITUTIONS IN CAPE COAST.

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ………………. Date:………………………

Name: Lewisa Margaret Kwaw

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature …………………… Date:………………………

Name: Dr. (Mrs) Rebecca Dei Mensah

ABSTRACT

The purpose of this dissertation was to examine the effect motivation has on staff retention in public second cycle institutions in Cape Coast Metropolis. The study adopted the explanatory research design using quantitative approach for the data collection and analysis. The study moreover, employed the quota and simple random sampling procedures to select 205 respondents for the study. The statistical tools employed were statistical product and service solutions (SPSS), the chi-square test of association and the logistic regression. Out of the 205 questionnaires, 181 were returned representing 88.2% response rate.

The results of the study revealed that, payment of monthly salary is the most agreed practice in the motivation packages of GES while training opportunities for teachers and allowance for purchasing of teaching materials were the least practices in the motivation packages of GES. Moreover the study showed that Politics and other Private businesses were the alternative competitive occupation that are likely to entice employees of GES. The study addition revealed from the logistic regression that at 10% significance level, motivation is positively related to staff retention. To this end the study therefore recommends that GES considers a more comprehensive and competitive motivation package aside the monthly pay or salaries to help retain their best and loyal employees. The researcher suggests that subsequent studies should include private second cycle institutions

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DEDICATION

To my Father, Mr Lewis Jackson Kwaw

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LIST OF ABBREVIATIONS

GES   Ghana Education Service

CIPD   Chartered Institute of Personnel and Development

SPSS   Statistical Product and Service Solution

GSS   Ghana Statistical Service

CHAPTER ONE

INTRODUCTION

Background of the Study

People are the assets on which competitive advantage is built, whether in the public or private sector in the world of education (DeSimone, R. L, Werner, J.M., & Harris, D.M, 1998). An organization's lifeblood is its human resources, though many organizations have adopted technology to run their business, human resources are needed to operate these technologies. A great amount of worldwide wealth occurs in the form of human capital. Therefore managing human resources plays a crucial role in a process of increasing companies' effectiveness. What make up the human resource management are the policies and practices that are adopted by managers in recruiting, selecting, developing, utilizing, rewarding and maximizing the potentials in the human resources of the organizations (Joy-Mattews J, Megginson D, Surtees M, 2004). Many studies have shown the impact that human resource practices have on the performance of firms from various countries such as the United States, Europe and Africa (Boselie P, Paauwe J, Jansen P, 2001; Bjorkum & Xiucheng, 2002; Ghebregiogris & Karsten, 2007).

Human resources are the most vital and dynamic resources of every organization. However, organizations face the challenge of securing and retaining these skilled human resources. Again, organizations are faced with the challenge of continuously satisfying human resources. Human resources are the asset which can make an organization, also, the collapse of an organization can be caused by them. One of the most important functions of human resource management is motivation. This is because motivation can

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make employees put in their best effort at the workplace. The concept of motivation comprises of the characteristics of the individual, the situation and also the perception of the situation by that individual (Ifinedo, 2003). Motivation is encouraging employees to perform efficiently in order to achieve corporate goals and this encouragement must be goal-directed always (Olajide, 2000).

The importance of motivating people at work is noticeable at all levels of organizations. Starting from managers who need to be aware of factors that motivate their subordinates to make them perform well, through employees who need to think through what expectations they have of work, ending up with human resource professionals who have to understand motivation to effectively design and implement reward structure and systems. It is obvious that companies need motivated employees and without any doubts motivation is an important aspect of human resource management. However, because of the complex nature of human behaviour, motivation is not easy to understand and to use. Despite many studies on motivation managers today are no closer to understand employees' motivation than their counterparts more than a half of century ago (Kovach, 1980). Although, some research suggested that money is not as influential as it seemed to be, many companies tried to implement monetary incentives as their main tool to motivate employees. Performance related pay became the new mantra that was used unquestionably by many companies (Frey & Osterloh, 2002).

According to Benabou and Tirole (2003), motivation is very essential for explaining and understanding individual behaviour in the workplace. Work motivation is the will and the ability that employees have to perform an

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activity or a task in the organization for the attainment and achievement of the corporate goals and objectives of the organization (Robbins, 2001).

As a result of recent global trends, organizations have a responsibility to adopt motivational strategies that will help them ensure they get the best from their employees (Hennessey & Amabile, 2005). Lambert et al. (2001) state that, if organizations need to survive then the adoption and integration with global changing patterns that is accelerating at a very enormous speed becomes inevitable. Again, since management is getting things done through people, organizations need to adopt the techniques that motivate employees to work harder (Thomas, 2000). Also if managers do not give recognition to the human factor of the organization, the survival of their businesses will be at stake, hence managers must give identification and relate well with employees and their job and also anticipate the effect of that on future attitudes and performance (Garman et al., 2000).

According to Hertzberg (1968), extrinsic motivation are the tangible rewards which come from the job and these may include salary, fringe benefits, security, promotion, contract of services, the work environment and also conditions of service. Extrinsic motivation is when employees are motivated by external factors rather than internal factors, therefore when organizations put the right motivational packages and structures in place, employees stay in the organization and give out their best, the opposite can lead to turnover in various organizations.

Employees leaving organizations and their jobs have become a very critical issue. Employees may leave their organization or job for many reasons which include the reputation of the company, hours of work, the working

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conditions, shift work, monotony of work, lack of appropriate fringe benefits, bad recruitment and placement practices, lack of advancement and lack of proper training facilities (Obikoya, 2003). The intention of employees to leave is very common at places where many industries offer alternative employment to those who are looking for jobs. When workers receive the amount of motivation they desire, they extend it to the quality of services they render, and do not leave for other opportunities elsewhere (Oshagbemi, 2000). There is also a change in global economic and trade agreements. These changes are having a direct impact on the relationships between employees and employers. Employees are requesting more and this has made motivation of teachers a necessary factor in every institution including the public second cycle institutions in Cape Coast.

However, employees tend to leave their organization when they do not receive what they request or expect from their employees. The preferences of people keep on changing and so employees expect that what they give out should be reciprocated. Satisfying and retaining employees is a very challenging task for organizations. The complexity of retention makes it difficult to find out what exactly makes employees stay in a company. There is no recipe for retaining employees. According to Zineldin (2000), retention is "an obligation to continue to do business or exchange with a particular company on an ongoing basis". Retention is "customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions" (Stauss et al. 2001). For retention to be successful, organizations must take the key factors of retention into consideration thereby

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managing it very well and these key factors include organizational culture, communication, strategy, pay and benefits, flexible work schedule and career development systems (Logan, 2000).

Over the years many studies have been done to investigate the effects of motivation on employee performance, their maximum commitment and also innovation and this has somehow aided in the improvement of performances in some organisations. Motivation is established to increase performance. According to Bame (1974), Ghana Education Service must have teachers who are highly committed and also who have the right attitude toward work. It is very significant globally that, employers are not just interested in people coming to work but rather it is the effort they put into their work which the employer pays thus the wages and salaries that they are interested, as their performances will reflect on the quality of the output they get and this effort they put in is related to the motivation of the employees (Bame, 1974).

The role that teachers play is key to any educational institution. Therefore their attitude and commitment are very important issues that are not only of interest to educational authorities but also other stakeholders (Mensah 2009). Ghana as a developing country needs teachers but unfortunately some of the qualified professional teachers abandon the classrooms and go in search of greener pastures either in the country or abroad. As a result, the Ghana Education Service has put some motivational packages in place. These packages which are incentives for teachers include, housing schemes, car loan, or maintenance allowance, study leave with pay and single spine salary structure which aim at ensuring that teachers commit to their jobs and perform very effectively and efficiently to produce good results. Other measures have

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been put in place by headmasters and headmistresses to help motivate teachers and these measures includes free meal for teachers, Parent Teacher Association motivational allowances, free accommodation for teachers. In spite of these motivational packages, teachers appear ill-motivated. The study therefore investigates the effects of motivation on staff retention in the public second cycle institution in Cape Coast.

Statement of the Problem

There seems to be growing dissatisfaction among teachers in Ghana. Bame (1974) is of the view that dissatisfaction is as a result of lack of human resource development, poor remuneration, poor human relations in various schools and poor working conditions. As a result, there has been a high turnover among teachers leading to dissatisfaction. The evidence of low and sometimes delayed salaries tend to affect teacher morale and commitment (Sekyere, 2009). Some teachers have to struggle to rescue accommodation and so therefore have to travel over long distances to work. There is also shortage of basic teaching and learning materials available to enable the teachers to work. There has been a general strike reforms by teachers and these have been necessitated by poor remuneration and other motivational issues such as accommodation and extra tuition allowance.

Frequent strikes by teachers tend to affect the performance of students negatively. This is because students take the opportunity of teachers' absence from school not study and all these by extension result in poor performance among the students. Also studies have shown that demotivated teachers tend to absent themselves from school (Benabou & Tirole, 2003; Sekyere, 2009). This again support a common logic such that a worker who is not motivated lose

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commitment for his/her work. According to Bennell (2004), it is very unfortunate that, though there is a very serious problem surrounding retention and motivation in the various Senior High Secondary Schools in Ghana, there has not been much research on the issue and it is just few works that have been published on this issue. This study therefore seeks to examine the issue of staff motivation and retention in the various senior high schools and make recommendations towards addressing the problem.

Objective of the Study

The general objective of this study is to examine the effect of motivation on staff retention at public second cycle institutions in Cape Coast. The Specific objectives of the study are to;

i. Assess the motivation package of GES in public second cycle institutions.

ii. Examine the retention intentions of teachers in public second cycle institutions.

iii. Explore the factors accounting for teacher turnover at public second cycle institutions.

iv. Explore the measures that can be used to retain teachers in Cape Coast public second cycle institutions.

Research Hypothesis

i. H_0: Motivation has no significant effect on staff retention in public second cycle institutions.

H_1: Motivation has a significant effect on staff retention in public second cycle institutions.

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ii. H_0: Socio-demographic characteristics has no relationship with employee's intention to leave GES.

H_1: Socio-demographic characteristics has a relationship with employee's intention to leave GES

Significance of the Study

The research will inform government, policy makers and development partners of the relationship between motivation and staff retention in the public second cycle institutions and its development. Specifically the study will equip headmasters and headmistresses with the necessary information needed to motivate the staff in the various public second cycle institutions.

The study will broaden the knowledge on teacher motivation in GES, how to channel their grievances on motivation and what to expect from staff of second cycle institutions in Cape Coast. For other researchers, the study will highlight some important issues affecting motivation and staff retention which will thereby generate an interest for conducting further studies on this topic.

The study will also contribute to the existing knowledge and literature on motivation and staff retention. The findings and recommendations of the research will help ensure the much needed industrial harmony for growth and development in the country.

Scope and Delimitation of the Study

The study delved into the motivation practices and staff retention in the public second-cycle institutions in Cape Coast. These motivation practices are assessed within the context of public second-cycle institutions in Cape Coast in the Central Region of Ghana. The expectation of a research of this nature is to

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cover all categories of second cycle institutions. However, the non-availability of records on some of the second cycle institutions made it difficult to fulfil this expectation. This study therefore was limited to only teachers of four public sector second-cycle institutions in Cape Coast metropolis. The conclusions and generalizations were, therefore, made with care. A wider coverage will be more expensive and time consuming.

Organisation of Study

The study is grouped into five main chapters. The first chapter discusses the general introduction, problem statement, objectives, scope and significance of the study. The chapter also discussed the delimitation of the study and also the organisation of the study. The second chapter reviewed relevant literature on motivation and employee retention. The methodology employed in eliciting the required answers to the research hypothesis is detailed in chapter three. Chapter four analysed the data, thus data gathered from the field was analysed and discussed. The final chapter contains the summary of findings, recommendations and conclusion.

Chapter Summary

This chapter looked at the introductory phase of the study. It considered issues on the background of the study, problem statement, research questions, objectives of the study, research hypothesis, significance of the study, scope and delimitations of the study and the organisation of the study.

REVIEW OF RELATED LITERATURE

Introduction

This chapter aims to review what previous authors and experts have said and noted on the subject. There were theoretical and empirical reviews of the literature. For the theoretical review, theories of motivation and retention were reviewed. Other concept like teacher motivation and retention, importance of motivation, ways of managing staff retention, factors affecting employee retention and effect of motivation on retention of workers. The conceptual framework of this study includes the Maslow's motivational theories of needs and Herzberg's Two-Factor theory. The framework details the key principles that guide motivation and retention across organisations. The literature reviewed was sourced largely from secondary literature sources such as books, articles and journals.

Theoretical Background of the Study

For the purpose of this study the need theories of motivation will be used to arrive at the result of the work. The study adopted both Herzberg's Two-Factor Theory and Maslow's Hierarchy of Need Theory.

Employee Motivation Need Theories

There is a reason behind every action someone takes and this gives a justification for what was stated by Simons (1995) that, there is a force that pushes people to work in a particular job and also to choose to remain in that job. A need can come from either physiological or psychological deficiencies that arouse behaviour (Ramlall, 2004). Need theories is the "internal factors

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that energize behaviour" (Ramlall, 2004). The willingness that makes an individual apply the highest effort towards organizational goals where that effort will satisfy some of the needs of an individual is what, Robbins et al. (1999) cited in Ramlall (2004) define motivation.

An understanding of unsatisfied need of each and every employee has to be done before they can be motivated, as the unsatisfied needs are the "tension that stimulates drives within the individual" (Ramlall, 2004). The tension is the goal which the worker sees and carries out a "search" behaviour in other to enable him or her to satisfy the needs he or she lacks by also giving a reduction in the perceived tension (Ramlall, 2004, p 52-63).

Maslow's Hierarchy of Need Theory

Maslow (1943), arranged human needs in a hierarchical manner lowest to the highest need. He then grouped them according to physiological needs which includes; food and shelter. The next need above the bottom is safety and security needs which is made up of need for love, affection and also belongingness. The next level is social needs and this consists of ego and esteem needs. Finally, the last needs on the top is the self-actualization which when an individual get it, is considered as him or her been complete.

Giannoni et al., (2003) stated that self-actualization need is one of the needs that can never be fully satisfied. Also it should be noted that, the worker and also the organization can make the needs of the individual vary (Ramlall, 2004). It is therefore the responsibility of managers to ensure that they create a good climate for employees so that they will be able to develop to their full potential as cited by (Ramlall, 2004). According to Schrage (2000), the self-actualization can be achieved in a healthy work environment. However with all

the opportunities found in the workplace, it should be noted however that not all of the workers are able to achieve the self-actualization need (Schrage, 2000).
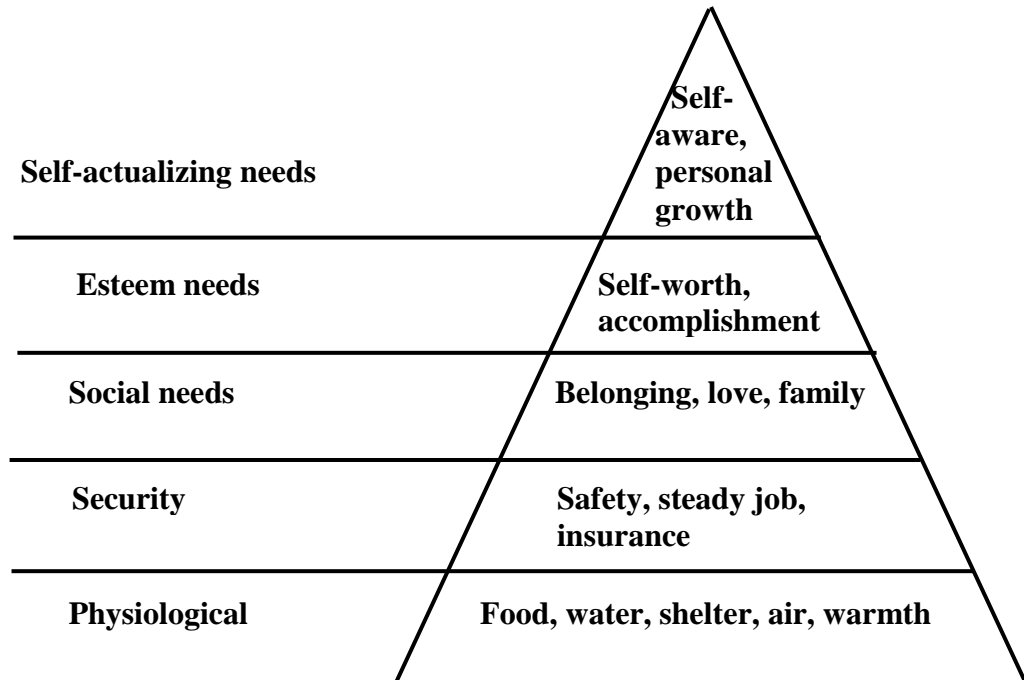
Figure 1: *Maslow's Hierarchy of Needs Theory*
Source: Maslow (1943)

Criticisms of Maslow's Hierarchy of Needs Theory

According to Maslow, when people's needs are not met in the environment where they grew up, it is likely that, those people will not function healthy, and will not be well-adjusted individuals. The research that tested Maslow's theory agrees to the distinction that exists between the deficiencies and the growth needs. However the research indicates that it is not all the people who get satisfaction for their higher-order needs on the job. The research also revealed that managers who come from higher echelons of organizations are able to give satisfaction to their growth and deficiency but

lower level managers on the other side are able to satisfy their deficiency needs on the job but not the growth.

When describing the behavior of individuals with high growth strength that is when Maslow's model is very useful because employees will not recognize the physiological reaction to their jobs when there is a difference in the employees and their growth increment (Greenberg &Baron, 2003). According to Nadler et al., (1979), the need theory of motivation provides assumptions which are not real about employees in general and these assumptions includes; all employees are alike, all situations are alike and that, there is only one best way to meet needs. Also Basset-Jones and Lloyd (2005) is of the view that naturally employees will have a feeling of taking credit for the needs met and also will express dissatisfaction for the needs that are not met.

Herzberg's Two-Factor Theory of Motivation

Herzberg in 1950's started his research to investigate the factors that affect job motivation (Ramlall, 2004). He then develops the two-factor theory which he derived from the work of (Mayo, Coch & French as cited by Herzberg, 1959). Mayo as cited by Herzberg (1959) discovered that, relationships that exist between workers and their supervisors have a great impact on the output that a work produces than any other environmental conditions that can manipulate workers.

According to Herzberg (1959) job attitude can be measured using three approaches and these approaches are; by demographic variables such as age, gender, education level, social class and also occupation types to help differentiate and find similarities. The second approach is the usage of scale

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inventories to worker morale and job attitude. The third approach is observation and that is what the researcher use to study or observe behaviors of workers. These approaches were to aid Herzberg (1959) in answering the question "what does a worker want from their job?" Three methods can be adopted to answer the question and these include; a list of factors to make workers rank and rate them according to how much they desire them.

The next method is to question workers on their dislikes and likes about their jobs and the last is to create inventory or questionnaire. Herzberg (1959) found out that the factors can be "satisfying" or "dissatisfying". This is what Herzberg developed his theory around and they became "motivators" which brought job satisfaction and also "hygiene" factors which brought job dissatisfaction (Herzberg, 1959). The job motivators are intrinsic to the matter of the job and these are achievement, recognition, responsibility, job advancement, the job itself and growth (Ramlall, 2004). The job dissatisfaction is extrinsic and it is non-job-related factors and they are hygiene factors. According to Steers as cited by Ramlall (2004) the hygiene factors include; company policies, salary, co-worker relations and supervisory styles. It should be noted that, if the job dissatisfiers are removed from the job, it does not guarantee job satisfaction but rather a neutral state. The removal of job dissatisfiers can prevent dissatisfaction in the job but it doesn't motivate (Ramhall, 2004). According to Herzberg (1959) an increase in the amount of motivators is very important rather than removing hygiene factors.

Herzberg (1968) conducted a later study as cited by Ramlall (2004), and stated that "vertically loading" jobs for workers can benefit them. Workers take more responsibilities such as taking up the tasks of their supervisors and

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the horizontal loading is when the workers take up tasks which have the same difficulty (Ramlall, 2004). Workers can increase in their sense of responsibility when they engage in vertically loading jobs and they can also increase in their sense of recognition, growth, achievement and possibly advancement (Ramlall, 2004). According to Herzberg (1968), for workers to be motivated, then job enrichment must be implemented and the package must include opportunities for advancement, recognition, achievement, responsibility and also stimulation as cited by (Ramlall, 2004)

| Dissatisfaction and demotivated | Not dissatisfied but not motivated [Neutral] | Positive satisfaction and motivation |

Hygiene factors
Working conditions
Salary
Personal life
Relationship at work
Security

Motivation agents
Responsibility
Self-actualization
Professional growth
Recognition

Poor factors may destroy motivation, but improving them will not improve motivation mostly

The work itself motivates people

Figure 2: *Herzberg's Two-Factor Theory of Motivation*
Source: Herzberg, Mausner and Snyderman, (1959)

Overview of Motivation

According to Butkus and Green (1999), motivation is derived from the word "motivate", which means to move, push or influence to proceed for fulfilling a want. Motivation was first used in the year 1880's during the period whereby the term was been used by philosophers and theorist for discussing effortful, directed and motivated human behaviour and as an entity that

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compelled one to act (Forgas et al., 2005). Different definition for motivation has been given by a lot of scholars but it is very difficult to define motivation and so a precise definition cannot be given as a result of its exclusiveness as the notion is made up of the characteristics, situation and also the perception of the individual concerning the situation (Ifinedo, 2003).

Motivation means "the reasons underlying behaviour" (Guay et al., 2010). The intensity of an individual's desire to do something is what Dessler (2001) calls motivation. According to Ifinedo (2003) when a worker is motivated, you will see it in his or her agility, dedication, enthusiasm, focus, zeal and general performance and contribution to organizational objectives and goal. The progressing of a movement and support for a goal-directed behaviour is what is described as motivation (Chowdhury, 2007).

Motivation is also an internal strength that makes an individual to execute personal and organizational goals (Reena et al, 2009). To increase effectual job management in organizations among employees, managers adopt employee motivation (Shadare et al, 2009). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are doing to pursue it" (Dornyei, 2000). Ryan and Deci (2000) are also with the view that, to be motivated means to be moved to do something. Interest, curiosity, desire to achieve are the key factors that compose motivated people (Williams & Burden, 1997).

In motivating employees, firm faces a challenge when they change the jobs of employees, reduce the layers of hierarchy and also jettisoned large numbers of employees. This have destroyed the level of trust employees have and also has damaged employee commitment that is needed to make them

work harder and yield more returns above what is required as the minimum (Dessler, 2001). It is very significant that some organizations have stopped motivating its employees but has adopted the pay-for-performance and also layoff threats strategies in their organization. It is however noticeable that these strategies may have positive and negative effect on the organization but they do not capitalize on the employee's motivational potential as indicated by (Mullins, 2006).

Herzberg (1968), grouped motivation into two types namely, extrinsic and intrinsic rewards. The intrinsic reward on the other hand is the one which is the job itself and they are, self-respect, sense of accomplishment and personal growth. Extrinsic motivation are the tangible rewards which comes from the job and these may include salary, fringe benefits, security, promotion, contract of services , the work environment and also the conditions of the services. These rewards are what an organizations need to provide or what is to be done to or for people to motivate them. The organizational levels are responsible for determining these rewards. However, they may be largely above the control of the individual managers in the organization. If extrinsic motivation is established in organizations, it may have a very fast and also powerful impact and unfortunately will not last long (Armstrong, 2006).

Four major components of salary structures must be followed or considered when managers are adopting or using salaries as motivators. These components when followed ensure its effectiveness. The components include, the job rates, payments, personal or special allowances and also fringe benefits. The job rates is the importance's that the organizations attach to the job. The payment is what encourage employees or groups as they are been rewarded

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according to their performance. Personal or special allowances are the scarcity of skills or information professionals and fringe benefits are the holidays with pay, pension and many more. Organisations need to ensure that they pay employees the prevailing pay in other organisations or information establishments are considered when determining the pay structure of the organisation.

Money is the most significant motivational strategy as stated by (Akintoye, 2000). Taylor (1911), and his scientific management associate stated that money is a very important factor for motivation of industrial workers to ensure the productivity is achieved at a very higher level. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success.

Empirical Review

There has been a lot of empirical evidence on motivation. These include research which is about basic characteristics which includes domain specificity and existence of gender differences (Akintoye, 2000; Ramlall, 2004). Though it may look like there are differences in the motivation at every domain, there is also some evidence which prove that motivation in one domain can be a generalization for other domains. An example is what Gottfried (1990) stated that motivation that were found in reading, predicted motivation in reading science and also social studies. Again, motivation in math's also related to motivation in other math constructs (e.g., students'

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perceptions of math competence and teachers' ratings of math achievement) than to the motivation in other subject areas.

There is also some evidence on gender differences which stated that, girls possess higher intrinsic motivation to read and write than boys. However, there is a high intrinsic motivation on the part of boys to like math than girls (Guay et al, 2010). There is also an argument by those who work in the field of motivation that, the importance of motivation as an educational outcome is from the relationship it has with achievement and performances at different domains (Gottfried, et al, 2001; Guay et al, 2010).

When motivation is encouraged among children, it predicts the motivation for future in their life (Broussard & Garrison, 2004). Again, there is a relation between motivation and achievement and also IQ as there is a consistent relationship indicated by research that exists between motivation and the achievement in reading and also math (Broussard & Garrison, 2004). First-grade students who are intrinsically motivated have higher achievement in these subjects than students who are extrinsically motivated. Intrinsic motivation gives prediction for reading and also math achievement whereas the extrinsic motivation doesn't. Both extrinsic and intrinsic motivation predicts the achievement in reading whereas math achievement is given by only intrinsic motivation. The relationship that exists between motivation and achievement is strengthening with age. When a student reach the age of 9, those who receive high level of motivation produces higher achievement and class as compared to those students who receive less motivation (Broussard and Garrison, 2004).

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Moreover, a study conducted by Eva Kyndt, Filip Dochy et al. (2009) found in their study, when investigating employee retention that, personal factors such as level of education, seniority, self-perceived leadership skills, and learning attitude and organizational factors such as appreciation and stimulation, and pressure of work are very important in employee retention.

Developing a Motivated Work Environment

According to Kamali et al. (2008), managers who are effective, devote their time to gauge and strengthen their subordinate's motivation. This is shown in the effort and concern they have for their subordinate. Again, Kamali et al. (2008) stated six elements which is an integrative motivation programme that managers need to follow to succeed in motivating its employees. These six elements includes: There should be an establishment of moderately difficult goals by managers which are understood and also accepted by the employees. When there is no motivation, there is a learned response which is as a result of misunderstanding and sometime unrealistic expectations (Kamali et al, 2008); there should be an eradication of any personal and organizational obstacles which prevents performance. Management should ensure that, they create an environment that is supportive and problem solving which will ensure that the resources perform the task that they are given (Kamali et al, 2008); there should be an appropriate use of rewards and discipline to distinguish unacceptable behavior and ensure they encourage exceptional performance. These performances should be consistent with management objectives (Kamali et al, 2008). Provision of salient internal and external incentive program. Where there is self-governance, motivation is successful (Kamali et al, 2008); Rewards must be given to employee equitably and should be fair (Kamali et al,

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2008); and timely rewards and feedback should be given and also there should be honest feedback on performances in the organization for each and every individual so as to ensure future consistency (Kamali et al, 2008).

Managing Employee Motivation

It is notable that no one works for free and everyone want to gain something for how much they put in. Employees deserve to be paid for the work they do and not expected to work for free either. However, it is not just anything that employees will accept for the work they do but rather they expect a reasonable amount to be paid for their salaries and payment. Again employers also want their employees to be satisfied with what they are earning (Houran & Kefgen, 2001). Interestingly, money is a greater influencer and no other motivational package can come close to it when considering it influential value (Rynes et al, 2004). For greater productivity to be achieved money has the power to motivate the industrial worker to work harder to achieve it as Fredrick Taylor and his scientific management associate described money (Tella et al, 2007).

Salary is used in some organisations as a motivator. To do this effectively, organisation managers should ensure that there are salary structures which must indicate the importance of each job, the payment related to each performance, personal or special allowances, fringe benefits, pensions and so on (Adeyinka et al., 2007). Again, in other to ensure high level performances of employees in businesses, pay, bonuses, promotions and also rewards are used to motivate and encourage employees to work harder (Reena et al, 2009). According to Kalimullah et al. (2010) there is a very great impact of reward on employee performance as indicated by research. Rewards impact

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on a firms effectiveness through the influence it has on individuals or group behaviour. The main aim for organizations is to get things done through people and also to achieve high levels of performance by using the people. This is a very huge responsibility and so there is the need for organizations to pay much attention to how best they can motivate the individuals in the organization to make them achieve these targets for them.

The motivation can come in a form of incentives, rewards, leadership and also the work itself and the environment in the organization in which they perform the task. This is to ensure that a motivated environment is created to enable the individuals to perform and achieve the results the management are looking out for (Ifinedo, 2003). For productivity and employee performance, motivation is the key. Employees will not get the job done when they don't have enough motivation even when clear work objective, right skills and a very supportive working environment is provided (Mullins, 2006).

Teacher Motivation

Research on teachers have conceptualised why individuals decide to be teachers and they stated it as intrinsic and extrinsic factors (Sinclair, 2008), and also altruistic factors (Chong & Low, 2009). What make up the intrinsic factor is the desire for personal growth and the extrinsic factors is made up of the material benefits and job security. The altruistic factors are the willingness or desire to work with children and to make contribution to the society (Chong & Low, 2009).

According to Chong and Low (2009) intrinsic and altruistic factors are the most frequently reported reasons why people choose teaching as a career. Moreover, the 'family friendly' nature of the profession (Williams & Forgas,

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2009) attract career changers. It is stated that, teacher motivation is related to professional commitment, efficacy, organizational citizenship and also participation in professional development (Morgan, Kitching, & O'Leary, 2009). Also individuals may choose teaching as a profession as a result of student-teacher relationships and attachments that they engage in, and they are "partly motivated by an unconscious desire for corrective emotional experiences, through the formation of new attachments to their students" (Riley, 2009). These unconscious motivations to teach Wright & Sherman (1963) can be a very important factor in teacher motivation though it is very challenging in investigating. The Self-determination theory is used to explore the relationship that is existing among goal-orientation, intrinsic/extrinsic motivation, achievement, and entrance scores of student teachers (Malmberg, 2006).

Again, intrinsic career values thus the interest in teaching, self-perceptions of ability, personal utility values thus job security, family concerns. Social utility values which includes contribution to society, enhance social equity, desire to work with children. Prior experiences, perceptions of task demand and the return, 'fallback career' possibilities and social influences are what Richardson and Watt (2006) indicated to be the reason why individuals chose to be teachers. Though these research findings have giving reasons why people choose teaching as a career, there is the need for much understanding on the how these factors influence motivation from the beginning and during their career as a teacher and this is an issue that is an ongoing longitudinal research (Richardson & Watt, 2010).

Importance of Motivation

Studies indicate that employees tend to stay in their workplace when they have strong relationships with others with whom they work (Clarke 2001). This explain the efforts of organizations to encourage team building, project assignments involving work with colleagues and opportunities for interaction both on and off the job (Johns et al 2001).

Motivation is thus, however very necessary in every organization. Branson, (2002) outlined the benefits of motivation and they include; Motivation put human resources into action; thus every organization want physical, financial and human resources to enable them achieve their goals. When motivation exist, it is possible to get employees to work to their very best and this is possible when organizations build the willingness in the employees to work (Branson, 2002). Again, motivation leads to the improvement in the efficiency of employees in the organization. Qualifications and abilities is not the only thing the level of a subordinate or an employee depend on, rather for his best performance to be achieved, the gap between his ability and willingness should be filled to them improve on their performance which will increase the productivity, reduce the cost of operation and also improve the overall efficiency (Branson, 2002).

Motivation leads to the achievement of organizational goals. Goals of an organization can be achieved when the organization utilize its resources well, when there is a co-operative work environment. Also when the employees are goal-directed and act in a purposive manner then the goals can be achieved. Goals can also be achieved in the organization when co-

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ordination and co-operation takes place simultaneously and this is possible through motivation (Branson, 2002).

Motivation helps build friendly relationships in organizations. Motivation helps employees get satisfaction and this can be achieved when organizations keep employees in mind and develop an incentive plan to benefit the employees by initiating monetary and non-monetary incentives, promotion opportunities, and disincentives for inefficient employees. When employees are stable in organizations it is very good as it helps build a good reputation and also goodwill of a company. Employees will only remain in an organization when they feel engaged in the management of the organization. Organizations will always benefit from the skills employees have as we as the employees themselves and so will organizations have a good public image thereby attracting qualified and competent individuals into the organization (Branson, 2002).

Other studies indicate that effective communications improve employee identification with their agency and builds openness and trust culture. Increasingly, organizations provide information on values, mission, strategies, competitive performance, and changes that may affect employees enthuse to stay (Gopinath &Becker 2000; Levine 1995).

Staff Retention

According to Zineldin (2000) the obligation an individual have to either continue to do business or exchange with a particular company is what retention is about and this process should be an ongoing basis. Retention is also the creation of an environment which engages employees for a long term by organizations voluntarily is retention (Chaminade, 2007).

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The main reason for retention is to avoid the loss of competent employees from leaving an organisation since it can impact on the productivity and profitability of an organisation (Samuel & Chipunza, 2009). According to the Harvard Business Essentials (2004) retention is the converse of turnover which is voluntary and also involuntary. The sum total of activities which target the commitment of employees in the organization and gives them ambitious and myriad opportunities to help them to outperform them is what retention is all about (Bogdanowicz & Bailey, 2002). Chaminade (2007) define retention as the voluntarily creation of environment by organization which engages employees for a long term.

A lot of literature has indicated the importance of retaining valuable employees in organizations to ensure its survival (Bogdanowicz & Bailey, 2002). Organizations has the advantage of maintaining their corporate strategies and remain strategic when they retain their committed and productive employees (Mak & Sockel, 2001). This calls for organizations to ensure they put measures and strategies to ensure the retention of its productive employees. Empirical studies conducted by Harris (2000); Kinnear and Sutherland, (2000); Maertz and Griffeth (2004) stated that factors such as competitive salary, friendly working environment, healthy interpersonal relationships and job security are what employees stated as the key motivational variables which has an impact on the retention in the organizations. In explaining what really satisfy or dissatisfy employees, Herzberg et al. (1959) two factor theory is an important framework for employee retention. According to Herzberg (1959) some jobs give satisfaction to employees while others dissatisfy them. The opposite of "Satisfaction" is

"No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction", as shown in the figure 3.

MOTIVATORS	
Satisfaction	No Satisfaction

HYGIENE FACTORS	
No	Dissatisfaction
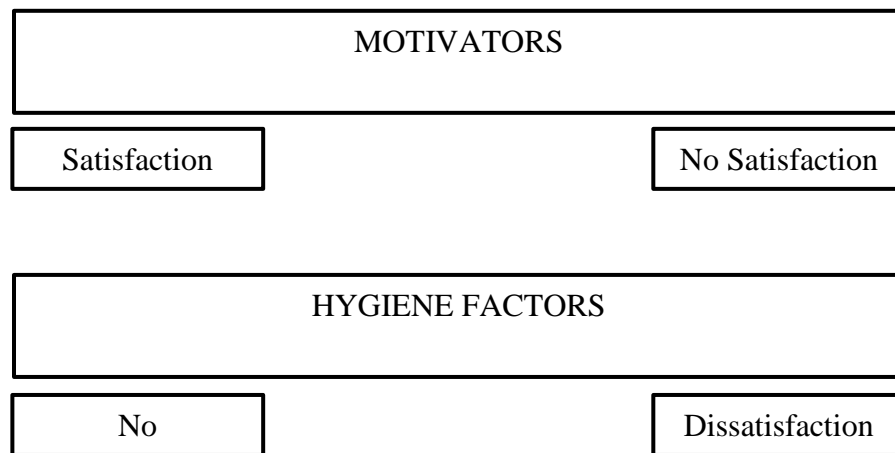
Figure 3: *Herzberg's Satisfaction- Dissatisfaction Continuum*

Source: Herzberg, Mausner and Snyderman, (1959).

Managing Job Retention

Managing job retention is very challenging. William and Werther (1996) stated that, what employees are given for what they contribute to the organisation is what reward means. The rewards can be salary, promotion, bonuses and also incentives. Organisations stand a chance of achieving corporate objectives, maintaining and retaining their productive workforce in the organisation. However, when employees perceive that what they are receiving is not what they should or it is not enough, then they turn to leave the organisation to different ones to satisfy their needs and this lead to organisation having the challenge of replacing them and sometimes this is not in it availability as and when it is needed.

In solving this retention issue, there are measures employees need to put in place to ensure this. As indicated by literature, when employees are supervised and this supervision meet their needs, they are in return motivated

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and this makes them retain in the organisation (Baer E D., Fagin C M., Gordon S. 1996). It is stated that, employee retention is the opposite of turnover. Turnover is defined as the total of voluntary and involuntary differentiation among workers and the organization they are working in (Starosta, 2007). Retaining employees is not just enough when considering employee turnover, organizations should rather focus on how to preserve and retain the workforce and this will lead to achieving the organizations objectives. However, organizations perceive that, when they retain these employees it is not very important but rather the retention should be on the employees who are seen as efficient (Waldman & Arora, 2004).

When talented employees are retained in the organizations, organizations have a competitive advantage over their competitors as these employees possess the needed knowledge and skills the organization need for this competitive era (Kyndt et al, 2009). A shortage in high performing employees becomes a very critical issue for organization, Jones & Skarlicki (2003) anytime it happens as companies are left the option of searching for the replacement and the employees on the other hand search for better options and opportunities (Leeves, 2001). Employee retaining is very challenging (Barney,1991) and so is attracting and retaining talented employees can be very hectic for human resource executives (Samuel & Chipunza, 2009) and this is because of the bounded rationality which is associated to the social and cultural norms of the employees in their country (Metcalfe, 2008).

Factors affecting Employee Retention

According to Fitzenz (1990) there are a lot of factors that influence employee retention and also a host of factors which is necessary for employee

retention in the organization. Factors such as compensation and rewards, job security, training and development, supervisor support culture, work environment and also organization justice are what need to be considered when retaining employees in the organization (Fitzenz, 1990). For a successful organization, there should be retention and satisfaction. Three broad dimensions make up the retention in organization and these include; social, mental and physical (Osteraker, 1999). The mental is made up of the work characteristics, thus a flexible work task which will enable employees to use their knowledge and see the results from their effort they put in the work. The social consist of the contact that employees have with both internal and external people and the physical consist of the working conditions and the pay they receive in the organization (Osteraker, 1999).

According to Clarke (2001) and Parker and Wright (2001) there are a lot of human resource management factors that can influence employee commitment and retention which organizations can utilize. The factors which can ensure retention include compensation and appreciation of performed work, provision of challenging work, chances to be promoted and to learn, invitational atmosphere within the organization, positive relations with colleagues, a healthy balance between the professional and personal life and a good communication (Walker, 2001). Kehr (2004) also indicated that power, achievement and affiliation are the three factors for retention. Hytter (2007) also stated that factors such as personal premises of loyalty, trust, commitment and identification and attachment with the organization directly influence employee retention. Again, workplace factors like rewards, leadership style, career opportunities, training and development of skills, physical working

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conditions and also the balance between professional and personal life influence retention indirectly.

Why Employees Leave Their Job

There are several reasons why employees will choose to leave their job for another and sometimes they even leave the country. These reasons were stated by Sherman et al. (2006) as hiring practices, management style, lack of recognition, lack of competitive compensation system, toxic workplace environment. Others include lack of interesting work, lack of job security, lack of promotion and inadequate training and development opportunities. These reasons are grouped into intrinsic and extrinsic motivational factors. Herzberg (1959) argued that internal values are what motivate employees and not the values that are external to the work they do as stated in his two way factor theory and also cited in Bassett-Jones and Lloyd (2005).

Motivation is generated internally and they are the intrinsic variables which makes it possible as described by Hertzberg as motivators. These intrinsic variables are achievement, recognition, the work itself, responsibility, advancement and growth. Some factors are what make employees dissatisfied with their jobs and these are the non-job related variables thus extrinsic. Herzberg called them hygiene factors. These are not motivators but they are to be present in the organization to make employee happy in the job. These include company policies, salary, co-worker relationships and also supervisory styles (Bassett-Jones and Lloyd, 2005).

The elimination of these factors will not bring satisfaction in the organization rather it will lead to a neutral state as stated by (Herzberg, 1959). Intrinsic factors are what motivate employees. However, empirical studies

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(Kinnear & Sutherland, 2001; Meudell & Rodham, 1998; Maertz & Griffeth, 2004) revealed that, some extrinsic factors are key motivational variables which were cited by the employees. These factors include; competitive salary, good interpersonal relationships, friendly working environment, and job security and these in return influence employees to retain in their organization. And so it should be noted that, although intrinsic factors are what motivates employees and influences retention, employers must adopt both extrinsic and intrinsic variables to ensure a very effective retention strategy in the organization.

Many employees are struggling to be talented employees in their organization so as to ensure the success of the business and so they choose to exist, this was revealed in an investigation by Eskildsen and Nussler (2000) in their research. Parrott (2000) Anderson and Sullivan (1993) are of the view that, employee satisfaction and customer satisfaction goes together, this means when there is a high satisfaction of employees then there will be retention of both employees and the customers of the organization. A satisfied employee is devoted to his or her job as they are happy and this pushed them to work harder to improve on the satisfaction of their customers (Hammer, 2000). The more employees are satisfied, the more they stay in their companies as employees who get satisfaction from their job have a greater intention of persisting with the organization they work for and this decrease the number of labour turnover (Mobley et al, 1979).

Push and Pull Factors

The push factors are the issues which makes people leave their current employer, these issues may include, unfair treatment, poor job fit and many

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others. The pull factor on the other hand is what attracts employees to other organizations and these may include better employment conditions or better market image. The Charted Institute of Professional Development (2004) stated that, several reasons characterize the resignation of employees from their organizations. These reasons may include, the attraction that a new job have or the prospect of a period outside the workforce of the organization which pulls them to the other organization or sometimes pushed them when there is dissatisfaction in their current job. It is however noted that, in some occasions, both pull and push factors are present, CIPD (2004).

According to the push factors people who love their jobs will not leave their jobs even when they receive good offers from other organizations and so it is very important to understand that, the reasons that people give for leaving their current jobs are sometimes not true and also there is a little truth in it, CIPD (2004). The information that are gathered from the usage of exit interviews are not reliable especially when the person who conducted the interview is the same person who has to write a reference for the person who is leaving the organization, CIPD (2004).

Motivational Factors

According to Jones, et al, (2001) motivation is the psychological force which determines where a person's behaviour is directed to in an organization; the level of a person's effort and the level of a person's persistence when they face obstacles. Many organizations try to motivate their employees to ensure they contribute their inputs to the organisation, to focus these inputs in the direction of high performance and also to ensure employees give satisfaction to their individual needs when they perform at a high level. Motivated employees

always ensure that their effort is directed at achieving the organizational goals. However, when employees are not motivated, they try to look for opportunities elsewhere. Motivation gives satisfaction to human needs and desires.

The key to motivation is needs and these needs are what initiate and guide individual actions to the point where the goals that brought about the needs are reached (Badawy, 1988). There is a strong relationship that exist between motivation, job satisfaction and commitment, the intention to leave, staff turnover and retention. When the needs of employees are met they will retain in their organization and will reduce staff turnover. This is the reason why Maslow's Hierarchy of needs is recognized as the most popular theory. Maslow stated that every human has a need and these needs are in a hierarchy, they include; Physiological Needs, Safety Needs, Social Needs, Self-esteem Needs and Self-actualization Needs. According to Maslow the satisfaction of one need, makes the next need dominant. The theory and other need theories give managers the conceptual means to understand motivation by providing them with the guide to the needs and desires of the individuals in the organization.

According to Senya (2000) high rate of labour turnover in most developing countries are as a result of lack of job security, limited education and skills and also poor condition of service. Turkson (1997) also stated that employees may leave their organization due to poor condition of services and also poor personal administrative practices and these are: Inadequate low salaries and wage structure; no avenues for promotion; no accommodation for employees; unsuitable hours of work; and no welfare and fringe benefits.

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Poor Recruitment Exercise

According to Morrice (1998) poor recruitment and selection exercises are the causes of high labour turnover in many organizations. Moreover, when there is high labour turnover, it leads to high direct cost and also disrupts the management of time in the organization. Morrice (1998) noted that organizations should strategize in other to acquire, utilize and retain the human resources in the organization. And this has to be done to enable the organization recruit the right people with the right skills and also in the right number, the right place at the right time and also at the right cost (Morrice, 1998).

Effects of Motivation on Retention of Workers

Retention is the voluntarily creation of an environment which engages employees for a long term by organizations (Chaminade, 2007). The main reason for retention is to avoid competent employees from leaving the organization, which can have an adverse effect on the productivity and profitability or the organization (Samuel & Chipunza, 2009). When employees retain in an organization, it leads to development and the achievement of organization's goals. According to studies, retention is influenced by many factors which include organizational culture, strategy, pay and benefits philosophy and the career development systems (Fitzenz, 1990). Organizations are realizing that their people are, by far, their most important asset, and this simply means when workers are satisfied with their work and their working conditions they will be willing to stay longer in their organization to help achieve the organizational goals.

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One of the traditional ways of managing employee retention and turnover is through organisational reward system. William and Werther (1996) explain reward as what employees receive in exchange for their contributions to the organisation. This reward could come in form of salary, promotion, bonuses and other incentives. When the reward system is effectively managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce. If employees perceived they are inadequately rewarded, it is often likely that they will leave; and replacement can be costly and in most cases not readily available.

Many organizations have now realized that employees are very important in an organization and they are the asset of the organization and so calls for the need to keep them and use them as their competitive weapons. Literature on employees retention again show that attracting existed employees costs less than acquiring new talents as organizations know their employees and what they want, and the initial cost of attracting the new employees has already been expended (Davidow & Uttal, 1989). The employees who stay for a longer duration are familiar with the company policies, guidelines as well as rules and regulations and thus can contribute more effectively than individuals who would not stay long. It has been observed that individuals sticking to an organization for a longer span are more loyal towards the management and the organization; it is essential for the organization to retain the valuable employees showing potential, every organization needs hardworking and talented employees who can really come out with something creative and different. No organization can survive if all the top performers quit; it is

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essential for the organization to retain those employees who really work hard and are indispensable for the system.

Good employees are hard to come by these days and so need to put measures in place to provide them with the necessary motivational packages to enable them work harder and retain in the organization. It is however important to note that, no organization can survive when all of its good employees leave. Organizations have the responsibility of ensuring that they retain the employees who work hard and are indispensable. Employee retention leads to higher market share, positive word of mouth, higher productivity and higher efficiency (Zineldin, 2000). It also lead to lower cost, lower price sensitivity, customer satisfaction and also better services (Reichheld et al., 1990).According to literature, satisfied employees extend their satisfaction to customers as they are happy with their jobs, they become devoted and help improve customer satisfaction in the organization (Hammer and Schnell 2000).

According to Hart and Johnson (1999), in some cases, service suppliers may be unable to retain even those employees who are satisfied. Thus, satisfaction itself may not be sufficient enough to ensure long-term workers commitment to an organization. Instead, it may be essential to look beyond satisfaction to other variables that strengthen retention such as conviction and trust. Morgan and Hunt (1994) also researched on marketing channel, which shows that organizations often look beyond the concept of satisfaction to developing trust and ensure long term relationships with their employees. This fact is based on the principle that once trust is built into a relationship, the probability of either party ending the relationship decreases because of high

termination costs. Studies indicate that employees stay when they have strong relationships with others with whom they work (Clarke 2001). This explain the efforts of organizations to encourage team building, project assignments involving work with colleagues and opportunities for interaction both on and off the job (Johns et al 2001).

It is therefore the responsibility of policy-makers to encourage the people they recruit into the organization so they stay and perform at their best and this has called for the introduction of incentives systems to help improve the recruitment, motivation and the retention of employees (Stilwell et al, 2004).

Conceptual Framework

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┌─────────────────────────┐
│      Motivation         │
│  Prompt salary;         │
│  In-service training;   │─────────┐
│  Responsibilities       │         │
└─────────────────────────┘         │      ┌──────────────────┐
                                    ├─────▶│ Retention or     │
┌─────────────────────────┐         │      │ Resignation      │
│     Teacher's needs     │         │      └──────────────────┘
│  Accommodation;         │─────────┘
│  Security; Working      │
│  condition              │
└─────────────────────────┘
```
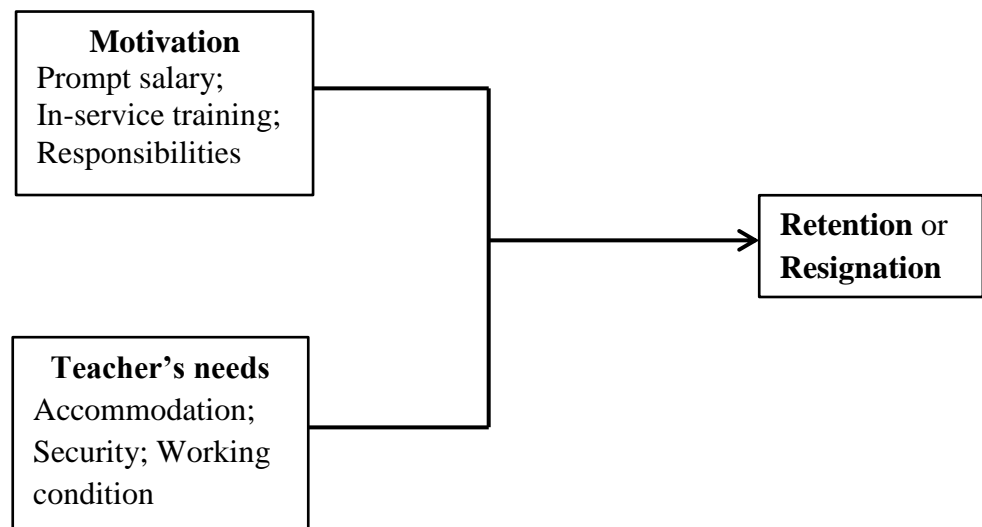
Fig 4: *The Motivation - Retention Model*

Source: Researchers own construct (2016)

From Fig 4, the study showed that retention of employees could be achieved when their needs are met coupled with other motivations at the workplace. In other words, when teachers' needs (accommodation, security, healthy working environment and other social or esteem needs) are met through the right

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motivators such as prompt payment of salaries, giving teachers responsibilities (house masters, form masters/mistress, heads of departments) and offering in-service training for them, they would stay in the service. On the other hand, when the motivators do not satisfy the needs of these teachers, they would think of resigning from teaching in such pubic secondary schools and look at other ventures like politics and Business.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter explains how the research was conducted and provides justification for the methods used. The chapter also presents the rationale for the study, research design which includes, the type of research, target population, sampling procedures and reasons for choosing each sampling procedure. The research instruments, administration of questionnaires and how the data was analysed are also discussed.

Research Philosophy

According to Agerfalk (2010) philosophy of research relates to the development of knowledge and the nature of that knowledge. Because of the quantitative nature of the study, the study assumes the positivist paradigm to guide the study. Polit and Beck (2008), Steen and Roberts (2011) mentioned that positivism is associated with the natural science or the social sciences that applies the natural sciences approach to understand realities. The purpose of research in this paradigm is to prove or disprove a hypothesis. Other characteristics of positivist research include an emphasis on statistical analysis, and generalizable findings. Cohen, Manion and Morrison (2007) claims that positivism which held that all genuine knowledge is based on sense experience and can be advanced only by means of observation and experiment. Positivism maintains that the scientist is the observer of an objective reality. Polit and Beck (2008); Gill and Johnson (2002) stressed that one of the advantages of the positivist paradigm was studies that adopt the positivist approach are highly structured and afford or facilitate replication. The research is also

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undertaken, as far as possible, in a value-free way. That is to say the judgment and biases of the researcher are not attached to it.

Research Design

According to Saunders et al. (2007) research design is defined as the plan and structure of investigation which gives an explanation of the area the study is intended to be carried out. It also provides the overall view on the method chosen and the reason for choosing that method for the research. The study employs the explanatory research design. Explanatory designs look for explanations of the nature of certain relationships. According to Zikmund (2003) explanatory research design are used to give explanations to the cause of an action. It is mostly used in businesses and the behavioural sciences. The reason is to understand and model human behaviour. This in deed was the motivation for the choice of the research design given the purpose of the study.

This design attempts to explain conditions of the present by using many subjects and questionnaires to fully describe a phenomenon. With this design, variables are not manipulated. Sarantakos (2005) indicated that one of the strength of the explanatory research design was that, it gives a more accurate picture of a phenomenon that has already happened and becomes easy to know the perceptions and behaviour of people. Like the exploratory design, the explanatory design also has a weakness that relies on the respondents' memory and honesty and if they forget or decide not to be honest it will affect the findings of the study. However, this weakness was not considered to be serious with regard to the study because the issues involved were current and required no recall.

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Study Area

The setting or the study area is Cape Coast and it is in the Central Region of Ghana and it is one of the 216 administrative districts in Ghana. It serves as both a district capital of the Cape Coast Metropolitan Area as well as administrative capital of the Central Region. The metropolis, which occupies an area of 1700 square kilometers, is made up of 79 settlements. In 2010 the metropolis had a total population of 169,894 comprising 82810 males (48.7%) and 87084 females (51.3%) with a growth rate of 1.4 per cent (Ghana Statistical Service, 2012). The metropolis is located 145 kilometers west of Accra and 84 kilometers, east of Takoradi. It is bordered to the south by the Gulf of Guinea and to the north by TwifoHeman–Lower Denkyira District and to the west by Komenda-Edina-Eguafo-Abirem District and to the east by Abura-Asebu-Kwamankese District.

The student population in the metropolis is about 25,000 people which includes nine senior high schools, one technical institute, a polytechnic, a teacher training college, two nursing training colleges and a university (Ghana Statistical Service, 2012).

Target Population

For the purpose of the study the target population were staff of three public second cycle institution in Central Region, Cape Coast specifically thus, Ghana National College, Holy Child Secondary School and Mfantsipim College, who have worked in their respective school for a minimum of one year. Ghana National College has a total of 150 staff, Holy Child Secondary School also has 143 and that of Mfantsipim College is 145. Therefore the total population for the study is 438.

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Sampling

The study combined both probability and non-probability sampling techniques to select the respondents. The selection of the schools was done randomly using the simple random sampling technique. That is a list of all the public second cycle schools (7) in the metropolis was made on pieces of papers. The papers were put into a basket and randomly picked. Three out of the seven schools enlisted were chosen. After the schools were selected randomly, the Quota sampling technique was employed with respect to the entire population in each school. Each school was assigned a quota in selecting teaching staff to form the sample size. Moreover, the quota sampling technique was used in order to make better representation of each school. Thus the study selected 70 respondents from National School; 68 from Mfantsepim High School and 67 from Holy Child Senior High School. The study moreover used the simple random sampling technique to select the various respondents to make up the sample size.

Sample Size

Sample size refers to basic questions such as: how large or small must the sample be for it to be representative (Emory, 1985). Choosing the right sample size is a major issue that often confronts social investigators. This study adopted the Krejcie and Morgan (1970) formula for determining sample size. The formula is given as;

$$s = \frac{x^2 NP(1-P)}{d^2(1-P)+x^2P(1-P)}$$

where;

s = the required sample size;

χ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level, usually set at 1.96 which corresponds to 95 percent confidence level;

N = the population size

p = the proportion in the target population estimated to have particular characteristics; (assumed to be 0.50 since this would provide the maximum sample size); and

d = degree of accuracy desired, expressed as a proportion (0.05).

Thus, from the forging the sample size is then worked out as follows; the target population of respondents (N) is 438, population proportion (p) being 0.50, with the chi-square statistic (χ^2) being 1.96 and the degree of accuracy set at 0.05. This means that, the expected the degree at which responses from respondents to research questions are likely to be false is at 5% and this is done usually to increase the representativeness of the sample. The sample size (n) for the communities was found to be is as follows:

$$s = \frac{(1.96)^2(438)(0.50)(1 - 0.50)}{(0.05)^2(438 - 1) + (1.96)^2(0.50)(1 - 0.50)}$$

$$s = \frac{(3.8416)(109.5)}{(1.0925) + (0.9604)}$$

$$s = 204.91$$

Thus an estimated sample size (s) is approximately 205.

Data Collection Procedure

This research employed the primary data for the study. The primary data was collected using the questionnaires and the questionnaires had both open and close ended questions. This made it very easy to collect the data. The

open questionnaires enabled respondent's to state their opinions which enabled the hypothesis to be tested. The close ended questions also enabled the researcher to obtain qualitative data to address employee motivation and retention with a statistical analysis. The questionnaire was distributed to the staff by the researcher and gave clarification to the staff on what the questionnaire is about and also the research which enabled the respondents understood clearly what they are requested to do. The respondents were given time to fill the questions. Further questions and clarification were asked by the researcher while collecting the completed questionnaires to generate additional information. The collection of the data was done within seven days, however those respondents who were able to complete the questionnaire same day were collected.

Research Instruments

Questionnaires were used to obtained data or information from respondents. Questionnaires help to characterize the features of the target population in relation to the identified variables and also ensure reliability (Babbie, 2007). The data were obtained by means of a self-administered questionnaire. A questionnaire is a data collection tool by which people respond to a set of standard questions in a pre-determined way (Jankowicz, 2000). Questionnaire surveys help to characterize the features of the target population in relation to the identified variables and also ensure reliability (Saunders et al, 2007). Just as any other data collection technique, the use of the questionnaire is not without problems. Questionnaire surveys have been associated with low response rates and other such as biases in responses. For

this reason the researcher personally administered the questionnaires in order to obtain high response.

To ensure that the responses represented the views of the respondents, the questionnaire was made up of both open-ended questions and close-ended questions. Open-ended questions are questions which give respondents the total freedom to express themselves whilst the close-ended questions were that which restrict respondents in their responses by providing a set of predetermined or coded answers for them to choose from. Some level of freedom is, however, provided by occasionally asking respondents to specify or add their own response where applicable. The questionnaire for the study was grouped into sections, first was to determine the demographic data of the respondents, while the other sections were to commensurate with the objectives of the study.

Data Analysis Tools

Data collected with the questionnaire was coded and analysed using Statistical Product and Service Solution (SPSS) version 21.0, a computer application software programme. Tables, pie charts, percentages, chi square and Binary logistic regression model were used in the analysis in order to arrive at the objectives and to answer the research questions.

In examining the motivational and retention packages of GES, teachers of some selected SHS's in Cape Coast views were sought to identify their extent of agreement to some of packages on a 5 point Likert scale; Strongly disagree (1-1.49), disagree (1.5-2.49), neutral (2.5-3.49), agree (3.5-4.49) and strongly agree (4.5-5). The five pointer Likert scale was further collapsed in a three zone scale for interpretation purposes (disagreed, neutral and agreed

represented by means of 1-2.49, 2.5-3.25 and 3.49-5 respectively). This decision was informed by the fact that the data transformation exercise will not lead to any information lost but, rather would enhance the interpretation of the results.

Validity and Reliability

According to Cooper and Schindler, (2003) a sound measurement that are used in research should be accurate counter or indicator for what is been measured. Three criteria are needed to evaluate the measuring tool and these include validity, reliability and practicality. Validity is the extent whereby the result of a test measure is exactly what is intended to be the outcome. This research adopted different sources of evidence in light of other authorities in the subject area. Reliability deals with the accuracy and precision of the measurement procedure and practically has to do with the factors concerning economy, convenience and also interpretability. To avoid bias, the researcher subjected questionnaires to a pre-test to enable suitability, validity and reliability to be measured before it was used in the field. The Cronbach Alpha calculated was 0.79, meaning the instruments were reliable. According to Jankowicz (2000); and Cooper and Schindler (2003) a Cronbach Alpha greater than 0.6 shows that the instruments is reliable.

Pre-Testing

Pre-testing of the instruments was done to determine the reliability and validity of the instrument. To achieve this, five (5) questionnaires were pre-tested at the Adisadal College, also a senior high school in the metropolis to enable the researcher ascertain possible errors in the instruments and make the

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necessary corrections. The choice of the setting was influenced by proximity, familiarity and easy handling of the work.

Ethical Consideration

Ethics means conforming to accepted standards and being consistent with agreed principles of correct moral conduct (Strydom, De Vos, Fouche, & Delport, 2005). Informed consent was sought from the respondents before selecting them for the data collection. This was achieved by explaining the purpose of the study to them and giving them an informed consent form to fill. The purpose was to guarantee that respondents are willing to participate in the study. Respondents were made aware that information given will be confidentially kept and not exposed to individuals or groups who are not expected to have access to it. Their names and other demographic characteristics such as house numbers that identify them personally were also not disclosed.

Summary

This chapter discussed the methodology used in the study. The chapter described the study area which in the Cape Coast metropolis. The study was rooted in the positivist philosophy of research and the quantitative method of data collection using questionnaires. Again, the chapter discussed the target population, sample size, sources of data and sampling procedure, instruments for the data collections as well as how the data was collected, analysed and presented. Lastly, the pre-test and the entire fieldwork as well as ethical issues considered were discussed in the chapter.

Introduction

This chapter deals with the analysis of data collected from the field, as well as, discussions of the results. Issues discussed include the socio-demographics of the respondents; motivation and retention packages adopted by GES to reward staff; and the causes of employee turnover of teachers in some selected public SHS in Cape Coast.

Socio-Demographic Characteristics of Respondents

With regards to the sex of respondents, 106 were males representing 58.6% and 75 were females representing 41.4% as shown in Table 1. Majority of the respondents were between the ages of 30-39 years representing 66.9% of the respondents while older workers aged 50 years and above were only 5.5%. This is an indication that teachers in second-cycle institutions in Cape Coast are youthful.

With regards to the marital status of respondents, 65.2% were married, whiles 21.0% were unmarried. Thus more than half of the respondents were married. Out of the 181 respondents, 75.1% representing 136 respondents were Christians while the remaining 24.9% were Muslims.

Respondents with first degree were in the majority (92.8%), while those with master's degree constituted 7.2%. Also, professional teachers were 85.6% while non-professional teachers were 14.4%.

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Table 1: *Socio-Demographic Characteristics of Respondents*

Characteristic	Frequency	Percentage (%)
Sex		
Male	106	58.9
Female	75	41.1
Age (years)		
20-29	30	16.6
30-39	121	66.9
40-49	20	11.0
50 and above	10	5.5
Marital status		
Married	118	65.2
Unmarried	38	21.0
Widowed	4	2.2
Separated	21	11.6
Religion		
Christianity	136	75.1
Muslim	45	24.9
Educational level		
Degree	168	92.8
Masters	13	7.2
Professional teachers		
Yes	155	85.6
No	26	14.4

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Table 1 continued

Rank in GES		
Principal superintendent	25	13.8
Assistant director I	16	8.8
Deputy assistant director	20	11.1
Senior superintendent I	109	60.2
Senior superintendent II	11	6.1
Teaching experience		
1-5	44	24.3
6-10	101	55.8
11-15	18	9.9
16-20	10	5.6
21 and above	8	4.4
Category of school		
Mixed day/boarding school	83	45.9
Boys boarding school	72	39.7
Girls boarding school	26	14.4

Source: Fieldwork, April 2016

Majority of workers (60.2%) had attained the rank of Senior Superintendent I. Principal Superintendents' were the second highest (13.8%) while Senior Superintendent II were the least (6.1%). More than 50% of the

respondents had served in GES for 6 years and over. However, only 4.4% had worked in GES for 21 years and above. More than half of the respondents have been working with GES over 6 years, signifying that majority of the respondents were experienced.

Existing Employee Motivational Packages in GES

To achieve objective 1 of this study, the views or respondents with regards to available motivational packages in GES was sought. Table 2 gives a breakdown of the extent of respondents' agreement with the individual elements of the motivational packages.

Table 2: *Employee Motivation Packages of GES*

Practices	Percentage (%) in agreement	Mean	Standard deviation
Salary paid monthly	98.9	4.61	0.583
Annual best teacher award	60.5	3.37	1.264
Superior praise staff for good job done	59.1	3.41	1.215
Balance between work and family life	55.3	3.40	1.139
Promotions	50.8	3.01	1.354
Receive responsibility allowance	49.6	2.86	1.340
Good supervision	48.0	3.25	1.198
Opportunities for career advancement	46.9	3.10	1.276
Staff involvement in decision making	46.4	3.13	1.310
Bonus for improved performance	37.6	2.74	1.470
Training opportunities	34.8	2.48	1.470
Allowance for purchasing of teaching materials	24.9	2.31	1.376
Overall mean	51.1	3.19	1.069

Source: Fieldwork, 2016.

On the motivation and retention packages of GES, Table 2 shows that almost all respondents (98.9%) were in agreement that GES pays salaries monthly as part of their motivation and retention package (Mean=4.61). Statements such as promotion is done as stipulated by GES regulations; annual best teacher award scheme has been instituted; perform job/task under good

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supervision; training opportunities available; superior praise staff for good work; opportunities for career advancement; decision making is considered by management assumed; and balance between work and family life, all received a mean score between 2.5-3.49 as shown in Table 2 above, with a percentage in agreement of 50.8%, 60.5%, 48.0%, 59.1%, 46.9%, 46.4% and 55.3% respectively indicating an indifference in the responses from staff on these motivational and retention packages.

However, 37.6% of respondents expressed their agreement to the statement that they receive bonus for improved performances which indicates that majority of the respondents did not agree to that statement (Mean=2.74). Again, from the findings, 32.4% expressed their agreement to the statement that they get training opportunities (Mean=2.46) indicating that majority of the response fell in the zone of disagreement making it the second least ranked package after allowance for purchasing teaching material which had 24.9% agreement (mean=2.31).

This finding also confirmed the assertion of Milkovich and Newman (2004), that among all types of rewards, monetary pay is considered ever-present and significantly an important factor (with an overwhelming 98.9% response in agreement). Hence, confirming Goodlad's (1983) position that, money may sometimes not be the primary reason for which teachers enter the teaching profession, but it may rank as the second, if not the first reason for teachers to quit.

Also, studies conducted by Harris (2000); Kinnear & Sutherland (2000); and Maertz and Griffeth (2004) showed that factors such as competitive salary, friendly working environment, healthy interpersonal

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relationships and job security are what employees stated as the key motivational variables which has an impact on the retention in their organizations. However, the findings indicate that among all the motivation packages, monthly payment of salary is the most practiced motivation by GES.

In summary, respondents were indifferent to almost all the motivation packages with the exception of salary paid monthly while disagreeing to allowance for purchasing of teaching materials, training opportunities and bonuses for improved performance.

Intention of Respondents to Leave GES

Retention of key employees is essential for organizational success. The literature has indicated the importance of retaining valuable employees to ensure the survival of organisations (Bogdanowicz & Bailey, 2002). Organizations have the advantage of maintaining their corporate strategies and remain strategic when they retain their committed and productive employees (Mak and Sockel, 2001). This calls for organizations to ensure they put measures and strategies to ensure the retention of its productive employees. To determine the employee retention state of teachers of public SHSs in Cape Coast, staffs were asked to state their intentions with regards to leaving GES for other occupation and quitting GES if necessary.
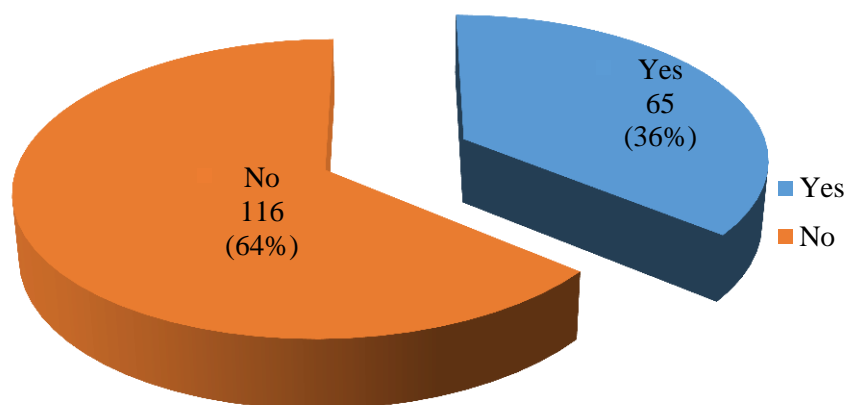
Figure 5: *Intentions of Employees to Leave GES*

Source: Fieldwork, April 2016.

Figure 5 shows the number of respondents who intended to leave GES for greener pastures. Majority, (64.0%) did not intend to leave GES while the remaining 36.0% intended to leave. This finding shows there is a high propensity of teaching staff of second cycle schools in Cape Coast to remain in GES.

Occupations that are Attractive to Respondents who intend to Leave GES

Those who indicated the intention to leave or quit GES for better offers elsewhere were further asked to state other competing occupations that would attract them from GES. Table 3 gives a breakdown of the competing occupations. Most respondents (54.1%) intended go into Politics. This was followed by going into Business/Private activities (22.1%), Ghana Health Services (7.2%), then Law (5.5%) and then Banking (5.0%). Ghana Security Services and Mining were least attractive occupations with only 1.1% of

respondents indicating their intentions to join this professions that are attractive to those who intends to leave GES.

Table 3: *Occupations that are Attractive to Teachers of GES*

Occupation	Frequency	Percentage
Health service	13	7.2
Oil and gas	7	3.9
Banking	9	5.0
Business/private	40	22.1
Law	10	5.5
Ghana security services	2	1.1
Mining	2	1.1
Politics	98	54.1

Source: Fieldwork, April 2016.

Socio-Demographic Characteristics and Employee Retention

Table 4 shows a chi-square test on the relationship between socio-demographic characteristics and employee retention. On sex, both male and female respondents considered not leaving GES. However, more female respondents (37.8%) had the intention of leaving GES as against (34.9%) of their male counterparts. There was however no statistically significant difference between male and female respondents with regards to their intentions to leave GES when they had a better offer.

Table 4: *Socio-Demographic Characteristics by Intention to Leave GES*

Socio-demographic		Intend to leave		X2
	N	Yes (%)	No (%)	(p value)
Sex				
Male	106	34.9	65.1	0.162
Female	75	37.8	62.2	(0.687)
Age				
20-39	151	29.1	70.9	20.727
40 and above	30	70.0	30.0	(0.000**)
Marital status				
Ever married	118	22.0	78.0	17.616
Unmarried	63	58.7	41.3	(0.000**)

Source: Fieldwork, 2016.

*Significance level P≤0.05

The relationship between age and intention to leave was significant at p≤0.05 significance level. Among the age groups more of, those aged 40 years and above (70.0%) were more likely to leave GES as compared to the other age groups. Thus the older the teacher, the greater the likelihood of leaving GES for greener pastures. Also, on the relationship between marital status and intention to leave, the p value (0.000) was less than 0.05 and therefore it can be concluded that there is a statistically significant relationship between marital status and intention to leave GES. From the table those who were unmarried (comprising unmarried, widowed or separated) with (58.7%) respondents were more likely to leave than those who were ever married (22.0%).

In summary, it is realized that Age and Marital status had a statistically significant relationship with intention to leave GES while Sex had no statistically significant relationship with employee retention to leave GES.

Effect of Reward on Employee Retention

A binary logistic regression was used to examine the effect of reward system on employee retention among GES workers. Characteristics of the model (Table 5) include the Exp (B) which denotes the odds of the outcome event, the Wald (W) and the significance (P) which shows the power that the independent variable has on the entire model, and the B represents the unstandardized beta. The motivation package variables were computed into one package representing the independent variable for the test. Subsequently, the dependent variable which is the retention intention was re-coded into a binary function of 0 and 1. Thus, no was 0 while yes was coded as 1.

Table 5: *Effect of Motivation on Employee Retention among Teachers.*

Independent variable	*B*	S.E	Odd ratio	Wald	P value
Motivation	1.476	0.224	0.389	3.008	0.083

Source: Fieldwork, April 2016.
*Significance level P≤0.05

To be considered significant in the logit model, a predictor variable should have odds of more than 1 and a p less than 0.05. Odds ratio less than 1 means increasing value of the variable is parallel to decreasing odds of the event's occurrence. A P-value above 0.05 shows a lack of statistically significant relationship dependent and predictor variable.

The study revealed that employee retention in GES is not dependent on the motivation packages available. As indicated in the study, over half of employees were not ready to leave or quit GES for better offers elsewhere which might be predicted by other underlying social, economic and/or psychological issues rather than existing motivation packages in GES. Thus

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the null hypothesis that motivation has no effect on employee retention is not supported.

Factors Influencing Employee Turnover in GES

From Table 6, lack of competitive salary (mean=4.52) was perceived by 92.2% of respondents as the major cause of high labour turnover in second-cycle institutions in Cape Coast. This was followed by lack of incentives and bonuses (70.2%, Mean=3.81). The least perceived cause of employee turnover identified by teachers in Cape Coast public second cycle schools was poor communication and negative work environment (10.7%, Mean=2.01).

Table 6: *Perceived Causes of Employee Turnover in GES*

Perceived Cause	Percentage (%) in agreement	Mean	SD
Lack of competitive salary and benefits	92.2	4.52	1.025
Poor conditions of service	73.2	4.24	1.556
Low prestige/status of teachers in society	70.2	3.82	1.151
Lack of incentives and bonuses	70.2	3.81	1.221
Unavailability of career opportunities	66.3	3.44	1.166
Lack of proper appraisal systems	58.4	3.67	2.649
Inadequate teaching and learning materials	54.2	3.25	1.292
Poor job design	34.1	2.78	1.119
Poor relationship with supervisors and co-workers	25.9	2.55	1.240

Table 6 continued

Poor communication and negative work environment	10.7	2.01	1.094

Source: Fieldwork, 2016.

This finding supports Senya's (2000) position that, high rate of labour turnover in most developing countries are as a result of lack of job security, limited education and skills and also poor conditions of service. Turkson (1997) also stated that employees may leave their organizations due to poor condition of services and also poor personal administrative practices and these are; inadequate, low salaries and wage structure, no avenues for promotion, no accommodation for employees, unsuitable hours of work, and no welfare and fringe benefits.

Measures to Ensure Employee Retention in GES

Respondents were further asked to suggest measures that could be adopted by GES to retain it teachers. In all, eleven measures emerged and these are presented in table 8.

Pay increment as the most popular (22.7%) measure to ensure employee retention. This was followed by Incentives (20.8%) and career development/advancement (15.7%). Staff involvement in decision-making was perceived as the least important measure (0.5%).

Table 7: *Measures to Ensure Employee Retention in GES*

Measure	Frequency	Percentage (%)
Pay increment	49	22.7
Incentives	45	20.8
Career development/advancement	34	15.7

Table 7 continued

Accommodation	20	9.3
Improved condition of services	20	9.3
Respect	15	6.9
Training	11	5.1
Avoid salary delays	8	3.7
Motivation	7	3.2
Proper appraisal systems	6	2.8
Involvement in decision making	1	0.5

Source: Fieldwork, 2016.   *multiple response

In summary, pay increment was the most popular employee retention measure among teachers of second-cycle institutions in Cape Coast while involvement in decision making was the least popular.

Summary

Generally, teachers of second cycle institutions in Cape Coast perceived the motivation packages of GES to be less performed except payment of monthly salary where majority (98.9%) agreed to it adherence. On the issues of teachers' intention to leave GES, generally, teachers in the second cycle institutions of Cape Coast were not willing to leave GES. Chi-square analysis on intention to leave GES by the socio-demographic characteristics revealed no significant relationship between sex and category of school but however, there was found to be a significant relationship between age and marital status. With regard to effect of motivation on employee retention, study revealed that employee retention in GES second cycle institutions in Cape Coast is significantly not dependent on the motivation packages available.

Overall, teachers proposed eleven measures through which GES can retain its workforce with pay increment being the dominant measure.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter highlights the summary, conclusions and recommendations of the study. It summarizes the main findings and draws conclusions of major findings based on the objectives of the study. It further makes important recommendations to improve on employee motivations and retention in GES whiles making suggestions for further studies.

Summary

The purpose of the study was to examine the effect of motivation on staff retention at public second cycle institutions in Cape Coast. Specifically, the study sought to:

- Assess the motivation packages provided by GES to teachers of second cycle institutions in Cape Coast.

- Examine the intentions of teachers of second cycle institutions in Cape Coast to quit GES.

- Explore the perceived causes of teacher turnover at public second cycle institutions.

- Explore the measures that can be used to retain teachers in public second cycle institutions in Cape Coast

The study was guided by Herzberg's Two-Factor Theory of Motivation (1959) and Maslow's Hierarchy of Needs Theory (1943). The framework was used to bring to bear how motivation leads to satisfaction or dissatisfactions which will in turn influence employee retention in GES. It explains the

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intrinsic and extrinsic motivation components and how they shape employee satisfaction.

The study adopted the explanatory research design using quantitative method approach for the data collection and analysis. Out of the 205 administered questionnaires, 181 were returned indicating a response rate of 88.3%. The study employed the probability sampling technique to select the respondents. Simple random sampling technique was used to select schools in the Cape Coast Metropolis for the study. After the schools were selected randomly, respondents were reached through the use of stratified sampling technique. Krejcie and Morgan (1970) formula for determining sample size was adopted in arriving at the sample size for the study.

Data was processed using SPSS version 21. Tables, percentages, measures of central tendencies and measures of dispersion were used for the analysis. Again, Chi-square test for significant relationships and binary logistic regression were used in testing hypotheses.

Summary of Findings

Based on the objectives and hypotheses, these major findings are summarized as follows:

- Payment of monthly salary was the most agreed upon practice in the motivation packages of GES, while training opportunities for teachers and allowance for purchasing of teaching materials were the least practices in the motivation packages of GES.

- Majority of the staff had no intentions of leaving GES even if they had a better offer elsewhere. However, some of teachers indicated their intention to quit GES in the foreseeable future for greener pastures.

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- Age and marital status had a statistically significant relationship with intention to leave GES while Sex and school category had no statistically significant relationship with employee retention to leave GES.

- A greater percentage of staff considered going into Politics the alternative competitive occupation to GES.

- Staff of GES outlined eleven different measures to ensure employee retention. However, a few of the respondents viewed pay increment as the most important measure to ensure employee retention.

- Five factors, namely; lack of competitive salary, poor conditions of service, low prestige of teachers in society, lack of incentives and bonuses and unavailability of career opportunities had a significant influence on employee turnover out of the possible eleven provided factors. Lack of competitive salary was identified as the most important factor leading to high labour turnover in second cycle institutions in Cape Coast metropolis.

- Employee retention in GES was not significantly related to the motivation packages available.

Conclusions

Upon the objectives of the study and corresponding findings arrived at, the following conclusions are drawn:

Firstly, pay was identified as the most important motivation because it ranked as the first reason GES employees may quit their profession. Almost all respondents agreed that pay was the best form of motivation employed by

GES. Thus the institutions of competitive salaries would be enough to ensure workers perform well.

Secondly, majority of GES employees in second cycle institutions in Cape Coast Metropolis had no intention of leaving GES in the foreseeable future for greener pastures. However, those who had intentions of leaving mostly preferred working in Politics as an alternative competitive job to working in GES. This is because politics in Ghana is arguably the best remunerated job

Lastly, respondents were of the view that GES jobs were not competitive enough. Reasons being that the job; lacks competitive salary, poor benefits and bonuses, poor conditions of service, lacks proper appraisal systems, has negative work environment, and also has low prestige status for teachers within society. These reasons they believe are the leading factors causing employee turnover in second cycle institutions in Cape Coast Metropolis.

Recommendations

After examining carefully the finding of this study and its implications, the following recommendations would be worthwhile to consider for policy relating to motivation, employee retention and labour turnover in GES:

Firstly, GES should consider a more comprehensive and competitive motivation package to help retain their best and loyal employees to ensure continuity and stability in students' teaching, learning and preparations for WASSCE and other related exams.

Secondly, GES should review the motivation packages of other competing jobs such as the Politicians to find out how best they can incorporate and improve on their motivation packages to match the competition. This will in turn, reduce employee turnover rate in GES.

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Areas for further Research

Also, as a result of time, financial and other logistical constraints, the study was limited to public second cycle institutions in the Cape Coast Metropolis. The researcher suggests that subsequent studies should include private second cycle institutions in the metropolis to ensure a more comparative analysis of the motivation packages, employee retention and turnover of both private and public SHS.

Lastly, for further studies, the researcher will recommend that studies will include two or more Metropoles in the country to find out the similarities and difference views of employees of GES on issues such as motivation packages, employee retention and employee turnover so be able to come out with a more comprehensive and all-encompassing perspectives on the subject matter.

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UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANNITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES
THE EFFECT OF MOTIVATION ON STAFF RETENTION IN PUBLIC SECOND CYCLE INSTITUTIONS IN CAPE COAST METROPOLIS.

QUESTIONNAIRE

Dear Sir/ Madam,

I am a postgraduate student at the University of Cape Coast Business School, currently pursuing a Master's Degree in Human Resource Management. This study is being undertaken in partial fulfillment of the course. I would therefore appreciate your help in filling this questionnaire. It is purely for academic purposes, and your responses given will be kept confidential. Your identity will not be linked to your responses in any way.

Kindly check (√) the correct response to each item in the appropriate box. Where additional information is required, please supply it in the space provided.

SECTION A: MOTIVATIONAL PACKAGES

These are some policies and practices adopted by organisations to motivate their staff. Please indicate the extent to which you agree or disagree with the following statements on the scale 1-5; where 1= "strongly disagree", 2= "disagree", 3= "neither agree nor disagree", 4= "agree", 5= "strongly agree".

Statements	SD 1	D 2	NA/D 3	A 4	SA 5
My salary is paid monthly					
I am paid allowances for purchasing textbooks and other materials					

I receive responsibility allowance					
My promotion is done stipulated by GES regulations					
Annual best teacher award scheme has been instituted					
I am entitled to bonus payment for improved performance					
I perform job/tasks under good supervision					
Training opportunities are available to me					
Superior/HOD praises me for good job done					
I have opportunities for career advancement					
Self-involvement in decision making is considered by management					
There is balance between work and personal/family life in GES					

SECTION B: TURNOVER

The following are some reasons that may cause teachers to leave the GES. Please indicate the extent to which you agree or disagree with the following statements in relation to your working conditions on the scale 1-5; where 1= "strongly disagree", 2= "disagree", 3= "neither agree nor disagree", 4= "agree", 5= "strongly agree".

Statement	SD 1	D 2	NA/D 3	A 4	SA 5
There is a lack of competitive salary and benefits					
There is inadequate teaching and learning materials, equipment and other logistics					
There are no opportunities for career progression					
Job or role design cannot enhance performance and productivity					
Conditions of service in GES are poor					
The low status of teachers in society					
There is lack of incentives and bonuses					
Poor relationship with supervisors and co-workers					
Negative working environment					

SECTION C: CAREER PLAN

1. Will you leave GES if you are given a better offer?

   a) Yes [ ]   b) No [ ]

2. If yes, specify the type of occupation.

   ....

3. Do you also intend to quit GES in the near future for greener pastures?

   a. a) Yes [ ]   b) No [ ]

4. If yes, provide reasons why you intend to leave

   ....

   ....

   ....

5. State three important measures that can be adopted to retain staff in the senior high schools.

   …………………………………………………………………………

   …………………………………………………………………………

   …………………………………………………………………………..

SECTION D: DEMOGRAPHIC DATA

6. Sex:

   a) Male   [ ]   b) Female   [ ]

7. Age at the last birthday

   a) Less than 20   [   ]

   b) 20 – 29   [   ]

   c) 30 – 39   [   ]

   d) 40 – 49   [   ]

   e) 50 & above   [   ]

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8. Marital status

    a) Married   [ ]   b) Unmarried   [ ]

    c) Divorced   [ ]   d) Widowed   [ ]

    e) Separated   [ ]

9. Religious Affiliation

    a.   Christianity [ ]   b. Muslim   [ ]

    c.   Other (Please specify) ....

10. Level of Education:

    a) Diploma   [ ]   b) Degree   [ ]

    c) Masters   [ ]

11.   Are you a professional teacher?

    Yes   [ ]   No   [ ]

12. Present rank in Ghana Education Service. .....……….………………

13. How many years of teaching experience do you have………….?
(please state)

14. Indicate the category to which your school belongs

a)   Mixed Day Boarding School   [ ]

b)   Boys Boarding school   [ ]

c)   Girls Boarding School   [ ]

Thank you