

UNIVERSITY OF CAPE COAST

**RETENTION OF GRADUATE TEACHERS IN SENIOR HIGH SCHOOLS
IN THE HO MUNICIPALITY**

JOHNSON ABOAGYE

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RETENTION OF GRADUATE TEACHERS IN SENIOR HIGH SCHOOLS IN
THE HO MUNICIPALITY

BY

JOHNSON ABOAGYE

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MANAGEMENT

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DECLARATION

Candidate's Declaration

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

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

Name: Johnson Aboagye

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: Akwasi Kumi-Kyereme

ABSTRACT

This study was conducted to determine the extent to which selected factors such as salaries, conditions of service, incentives, opportunities for promotion, relationship with heads, supervisors, colleagues, teaching and learning materials influence the retention of graduate teachers at senior high schools in the Ho Municipality.

A sample of 154 graduate teachers was drawn from a population of 239, representing about 65%. Proportionate stratified sampling method was used to select the teachers using the schools as the basis for stratification. Data was analysed using frequencies and percentages with the help of Statistical Package for Service Solutions (SPSS).

Results of the study revealed among others that, graduate teachers were not satisfied with their salary level, conditions of service, incentives and status in society. Respondents were however, found to be satisfied with interpersonal relationship with heads, supervisors as well as colleagues.

The study recommended that the Ministry of Education (MOE) and the Ghana Education Service (GES) should improve the salaries and other conditions of service for graduate teachers. The Ministry of Education should involve teachers in the decision making process.

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DEDICATION

To my wife Gladys Ankamah and my sons; Emmanuel, Edmond and Samuel.

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LIST OF ACRONYMS

GES	Ghana Education Service
GETFUND	Ghana Education Trust Fund
GNAT	Ghana National Association of Teachers
MOE	Ministry of Education
NAGRAT	National Association of Graduate Teachers
NGO	Non Governmental Organisation
SPSS	Statistical Package for Service Solutions

CHAPTER ONE

INTRODUCTION

Background to the study

The most important economic resource in any country or society consist of the acquired abilities of the people, that is, education, experiences, skills and personal health. This is termed the human capital which determines the quality of the population of a country. Population quality accounts for the differences in incomes of countries. As a result extensive education, training, health care, and other instrumental knowledge of people are investible assets, which are essential in determination of future prospects of a nation (Schultz & Schultz, 1998). Therefore it is important to address issues that adversely affect the contributions that human capital can make and the development of human capital. This idea accounts for why organisations have become more interested in assessing their human resource base which the education sector cannot be left out.

Mostly, the teacher is responsible for impacting these knowledge and skills. Thus, the teacher is the vehicle through which knowledge is presented to students (Wagner, 1990). The graduate teacher plays an enormous role in this respect since students in second cycle institutions where career programmes begin, are mostly taught by graduates. This means the graduate teacher occupies a central and vital position in any educational system. Therefore whatever is needed to boost the morale and retain the graduate

teachers in our educational institutions is of paramount importance. The reason is that the teacher is both an embodiment of human capital and also the channel through which the human resource of a nation is developed.

According to Drayer (1970) “classroom teachers are really the key to the quality of any educational system”(P.252). Hence, the individual teacher’s level of motivation goes a long way in determining his/her output. Antwi (1992) reiterates that the solution to the problem of quality in senior high schools in Ghana lies in educating, motivating, and retaining qualified dedicated teachers. These views underscore Ghana’s relentless effort since the colonial days to motivate and retain teachers for all levels of her educational system.

Most research on teachers in Ghana has concentrated on the recruitment of teachers and how it affects retention (Utuka 2001; Asmah, 1999) without examining what teachers were looking for in their work. But Ingersoll (2001) says that recruitment programmes would not solve staffing problems in schools; instead the organisational causes of low teacher retention should be considered. One factor driving the need to support teachers is the critical and growing shortage of professionals to staff senior high schools. Furthermore, teachers new to the profession continue to leave in large numbers. As many as 30% of beginning teachers in more disadvantage districts exit the profession within the first 5 years in the USA (Darling-Hammond, 2001). In Ghana, the situation may not be different if not worse. For example, a study on causes and consequences of teacher attrition in senior high schools in the Greater Accra Region, found that 88% of the respondents (94% males and 86% female teachers) indicated their intention to

leave the teaching profession (Spio, 1999). Given these statistics, the necessity for retaining teachers, particularly in critical areas such as the senior high schools, is evident.

In addition, Ewards (2003) declares that students deserve to be taught by enthusiastic, motivated individuals; whether these teachers are beginning their teaching careers or approaching retirement. Whitaker, Whitaker, and Lumpa, (2000) also champion good staff morale in schools as a necessity by stating, “Educational leaders should consistently and continually build and cultivate a positive morale throughout their school and staff. The entire school and staff will be the better off for it and, as a result, so will the students.” This will ensure that the nation gets well- trained manpower for development.

According to Hotchkiss and Kaufman (1999), human capital is the analysis of the labour market effects of education and training. They indicated that the essence of human capital is the idea that expenditures on education and training are the investment individuals make in themselves to increase their market skills, productivity, and earnings.

Lipsey (1989) also indicated that investment in human capital is usually costly, and the return is usually in terms of higher labour productivity and hence higher earning power. He indicated that there are two ways in which human capital is acquired that is through formal education and on-the-job training. Formal compulsory education is an attempt to provide some minimum human capital for all nations. However, those who decide to stay in school beyond the years of compulsory education are deciding to invest voluntarily in acquiring further human capital. The cost is in terms of the income that could have been earned if the person had entered the labour force

immediately. The return, he indicated, is the higher income to be earned if a better job is obtained than is available to early school-leavers. This presupposes that the graduate teacher after adding value to his/her knowledge and skills would expect more returns in the form of higher pay and other better conditions of service. Hence, the graduate teacher would try to access any job he/she perceives to be better and highly motivating.

According to Antwi (1992), teachers have generally been recognized as one of the most important groups of resource inputs in Ghana. They occupy such a central and vital position in any educational system that their attitudes and problems have been of paramount interest not only to educational authorities and practitioners but also to many researchers.

One of the major components of Ghana's 1987 educational reforms is improving the quality of teaching and learning. The reform has a provision that the policy on teachers' education should be reviewed to produce quality teachers who can bring about improved teaching which result in better long term outcomes. Under the reform programme, there is the need to produce a good number of competent teachers for all levels of schools in the country. As a result, one of the policy guidelines that the Ministry of Education (MOE) and Ghana Education Service (GES) have initiated is to make teacher production demand-driven. Thus, training of teachers should be based on the level of available vacancies now and in the future (Mohammed, 2000).

The GES in collaboration with the MOE in an attempt to improve the conditions of service for teachers, came out with some incentive packages such as the building of head teachers' quarters, quick promotion, material things like bicycles, radio cassette players etc for teachers who accept

postings to rural areas. In addition, is the institution of the national best teacher award. Under this package, teachers are selected and screened for national, regional and district awards every year. Though it does not cover a greater proportion of the teaching population, it is believed to be an impetus for the betterment of teachers.

Ghana National Association of Teachers (GNAT) has over the years fought tirelessly for the betterment of teachers. Despite these increasing efforts by GNAT to improve the conditions of service of teachers, they are still unhappy about those conditions of service since they are still considered inadequate. Antwi (1992) indicated that historically, teachers all over the world have had conditions of service less favourable than those in the other professions. This is indication that more in terms of job motivation is an essential component for success at workplace. He indicated that equitable distribution of teachers is one of the biggest problems the Ghana Education Service faces. Over the years, it has been difficult to get trained teachers to accept postings to the rural areas. Even when teachers accept posting to such areas, they do not stay there for long. This study therefore discusses the retention of graduate teachers at senior high schools in the Ho Municipality.

Statement of the problem

According to Bassy (2002), an organisation has to be aware of what motivates and satisfies the employees at work in order to stimulate them to perform their job as best as possible and to remain in the organisation. To him, a person who is satisfied with his/her work may show a higher commitment to put efforts towards the achievement of the organisation's

goals and will not easily change job. However, people differ; they distinguish themselves from each other regarding their needs, backgrounds, expectations, and other individual characteristics. In other words, what may satisfy one employee may be different from what will satisfy another, at least in terms of the level of satisfaction. Moreover, some needs may change over time, getting stronger or weaker. How can the organisation know how to motivate whom in the right way for his/her retention? The knowledge about similarities and differences in the motivation of employees may make it easier for the organisation to motivate them and to generate organisational commitment.

Attracting teachers is one thing and retaining them is another. One vital area of employee retention is work motivation. In recent years there has been a problem of retaining young graduate teachers in the senior high schools in the Ho Municipality. According to Antwi (1992), it is known that about 70 percent of new graduates from the universities undertake their National Service as teachers in senior high schools. Of this proportion, over 90 percent opt out of the teaching field after the completion of their year's national service. Antwi went on to indicate that a survey conducted by the Ghana National Association of Teachers (GNAT) indicated that between 1966 and 1975, 600 graduate teachers left the service. The survey also estimated that between 1978 and 1980 over 1000 graduate teachers left the service. Though, the statistics may not be current, they point to the fact that there is graduate teacher attrition. The survey attributed the cause of the exodus to frustration encountered by the graduate teachers in the economic, academic, political and social spheres.

The issue of teacher motivation and retention is a problem for all countries, especially developing countries like Ghana. As a result, the government has made a lot of efforts to improve the lot of graduate teachers by instituting proper placement of graduates in the Ghana Education Service, increment in graduate salary, and better opportunities to pursue higher education through distance education and sandwich programmes. In spite of these measures, it appears most graduate teachers still do not serve in the teaching service for long in the Ho Municipality. This is supported by the study of Spio (1999).

This study is to identify the factors that motivate and satisfy graduate teachers to enhance their retention in senior high schools using the Ho Municipality as an area of study.

Objectives of the study

The general objective of this study is to examine factors affecting the retention of graduate teachers in the Ho Municipality. The specific objectives of the study are to:

- i. Examine the extent to which graduate teachers are satisfied with their conditions of service;
- ii. Ascertain the various motivational incentives/facilities that exist in the various schools;
- iii. Examine teachers intentions to quit for another job.
- iv. Determine the factors that influence the retention of graduate teachers in the teaching service.

Research questions

The study will attempt to answer the following research questions:

- i. What factors influence the retention of graduate teachers in the teaching service?
- ii. Is lack of opportunities for promotion and professional advancement a factor for graduate teachers leaving the profession?
- iii. How do graduate teachers perceive the teaching profession?
- iv. In what ways are graduate teachers motivated in the service?
- v. How is the behaviour of headmasters/supervisors a factor affecting graduate teachers in the service?
- vi. What factors influence the attrition of graduate teachers in the teaching service?

Significance of the study

It is the researcher's view that the study would come out with the major factors that militate against retention of graduate teachers in the senior high schools in the Ho Municipality which would be of significance to Ministry of Education and Ghana Education Service. A study of the needs and concerns of graduate teachers could be of benefit to teachers, administrative personnel, legislative bodies, and society in general. The obligation to educate children requires the nation to invest in all teachers. According to Edwards as cited in Bassy (2002), professionals who have accumulated years of wisdom and experience deserve to have their wants and requirements recognized and validated. To do less, negates best practice in planning for and implementing sound educational procedures.

Findings would be of good help to the Municipal Directorate of Education. It may help them make certain changes to help increase the retention of graduate teachers in the municipality. The findings would also help heads of Senior high Schools who by virtue of their position have a role to play in the retention of teachers. It would enable them to put in place certain measures to retain graduate teachers in their respective institutions.

Furthermore, the study would stimulate further interest in research work on retention of graduate teachers. This work would serve as a point of reference to ascertain the factors that may influence the retention of graduate teachers. The work would also provide a useful framework for discussion of the variety of concerns that graduate teachers in senior high schools raise at work, and the ways in which their motivation can be met by the heads of institutions and the Ministry of Education.

Delimitation

The target population for this study was limited to teachers in the public senior high schools in the Ho Municipality. These schools were: Mawuli Senior High School, Mawuko Girls Senior High School, OLA Girls Senior High School, Awudome Senior High School, and Tsito Senior/Technical High School.

Limitation of the study

Owing to time limitation and inadequate financial and material resources the work could not cover all the teachers in the Municipality. In view of this, some schools were selected out of the total number of schools in

the Municipality. Another limiting factor that the researcher encountered was time constraint in gathering the data for final analysis. This was due to the fact that the researcher had to combine his official duty with the research work. However, measures were put in place to complete the work within schedule.

Another limiting factor was the difficulty in retrieving the administered questionnaire. The researcher therefore, spent much time in retrieving the answered questionnaire. This probably brought about the high return rate. The above limiting factors did not affect the research so much as to render it unreliable or unrepresentative since the objective of the research was achieved.

The findings are peculiar to graduate teachers in the Ho Municipality, and since differences exist in individuals in terms of their perception and the environment within which they live, it will not be most appropriate to use the study for generalization. However, some of the findings may have some useful application in the field of motivation of teachers in the teaching service.

Organisation of the study

This study has been presented in five chapters. Chapter One covers background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, organisation of the study and definitions of concepts. Chapter Two covers relevant literature to the topic. It focuses on the concept of motivation; motivation theories; job satisfaction; needs, expectation and

incentive at work; retention of teachers and attrition of teachers. Chapter Three covers research methodology employed for the study. It discusses the research design, study area, population of the study, sample and sampling procedure, research instrument, validity of the instrument, data collection procedure, and data analysis. Chapter Four is concerned with data analysis and discussion of research findings. Finally, Chapter Five contains a summary of the main findings of the research work as well as conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter provides theoretical review of the study. Issues covered include: the concept of motivation and motivation theories. These theories include: Maslow's need-hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy theory, Porter & Steer's theory, Adams' equity theory, and Skinner's reinforcement theory. It also deals with job satisfaction; needs, expectation and incentives at work; retention of teachers, and attrition of teachers.

The concept of motivation

The term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003). An organisation's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance (Lewis, Goodman & Fandt, 1995).

Motivation is a highly complex phenomenon that influences and is influenced by a large number of factors in the organisational environment (Porter & Steers, 1991). The study of motivation is concerned with why

individuals think and behave as they do. Nnadi (1997) simply explains motivation “as individual needs or desires that cause or impel a person to act” (p.75) this definition is similar to that of Gibson, Ivancevich, and Donnely, (2000); “motivation is the concept we use when we describe the forces acting on or within an individual to initiate and direct behaviour” (p.127) Owens (2001) also explains “that motivation deals with explanations of why people do things the way they do” (p.330). Analoui as cited in Bassy (2002), sees motivation as a drive within the individual necessary to direct that person’s actions and behavior towards the achievement of some goals, and focuses on the fulfillment of certain needs and expectations.

As cited in Lindner (1998), Kreitner defines motivation as the psychological process that gives behaviour purpose and direction; as cited in Bassy (2002), Buford, Bedeian and Lindner defined motivation as a predisposition to behave in a purposive manner to achieve specific, unmet needs. Mathis and Jackson (1982) also look at motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

In terms of the organisational aspect, motivation focuses, according to Molander (1996), on an individual’s willingness to put efforts into his/her work, and on the amount of efforts, which are made in order to obtain incentives or a special form of incentives or the lack of it that cause the individual to quit the job.

A careful examination of the foregoing definitions reveals different perceptions about the concept of motivation. In summary, it is perceived to

be purposive, goal directed, what energizes human behaviour, how it is directed and sustained. It also involves certain forces acting on or within people to act. It also involves individual willingness to put effort in work in order to obtain some special incentives.

It can be deduced from the above that motivation takes different forms and hence may act differently on different people. That is, what may motivate one person may not necessarily motivate the other. However, what is paramount is that people need to be motivated to perform effectively. To this end, graduate teachers who are motivated may be encouraged in a way to stay in the teaching service than graduate teachers who are not motivated.

Motivational theories

Maslow's Hierarchy of needs theory

Maslow's studies into human motivation led him to propose a theory of needs based on a hierarchical model with basic needs at the bottom and higher needs at the top. According to Cole (2004), the starting point of Maslow's hierarchy of needs theory is that most people are motivated by desire to satisfy specific groups of needs. These are as follows:

- Physiological needs – needs such as food, shelter;
- Security needs – needs for stable environment relatively free from threats'
- Affiliation/social needs – needs related to affectionate relations with others and status within a group;
- Esteem needs – needs for self-respect, self esteem and the esteem of others;

- Self actualization needs – the need for self fulfillment.

The basic among the needs is physiological needs. These needs include homeostasis (the body's automatic force to retain normal function such as the satisfaction of food, thirst, the need for oxygen, to maintain temperature regulation. Also sleep, sensory pleasure activities, material need, sexual desire, shelter, clothing, good and comfortable work conditions).

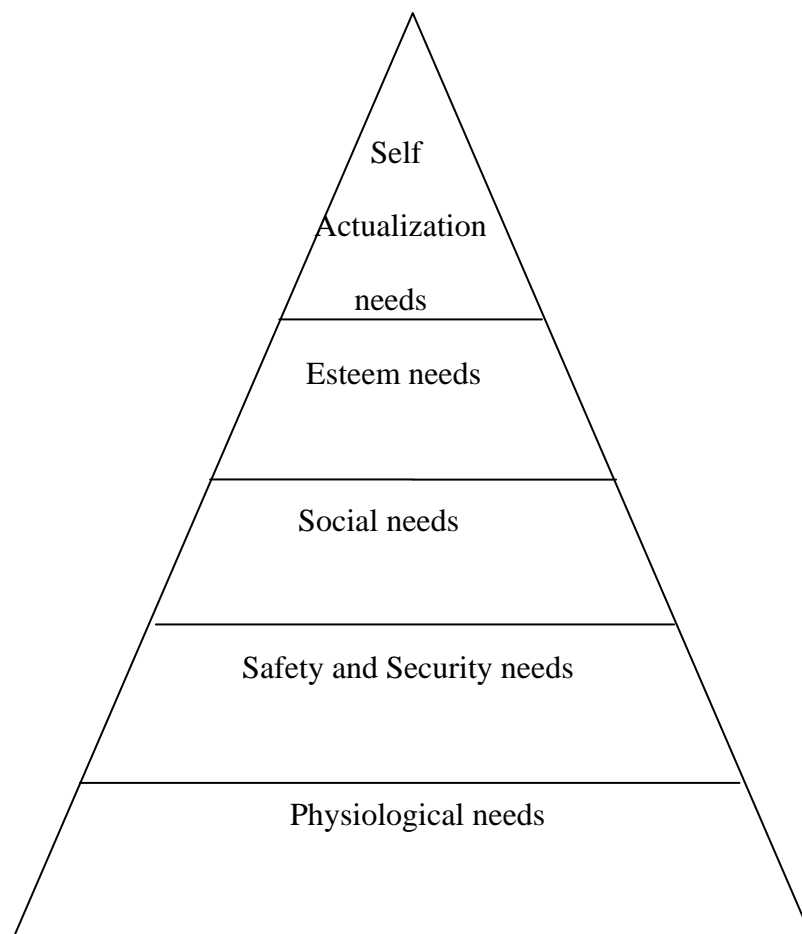


Figure 1: Maslow's Hierarchy of Needs

Source: Cole, 2004

Safety needs: these include safety and security, fair treatment, freedom from pains, protection against threats of physical attacks, job security, deprivation and the need for predictability and orderliness.

Affiliation/social needs: these include affective sense of belonging, social activities, acceptance into a group of society or social recognition, friendships and both the giving and receiving of love.

Self-esteem needs: these include both self-respect and esteem of others. Self-respect involves the desire for confidence, independent freedom, strength and achievement. Esteem of others includes reputation or prestige status, recognition, attention and appreciation (Cole, 2004).

Self-actualisation needs: the highest in the level of Maslow's needs theory and include the developing and the realizing ones full potential or self development.

Maslow sees this as: "What human can be, they must be" or "becoming everything that one is capable of becoming". Self actualisation needs are not necessarily a creative urge and may take many forms, which vary widely from one individual to another. It must be emphasized that, once a lower level need is satisfied, it does no longer serve as a motivator. The need of a higher level in the hierarchy demands satisfaction and becomes a motivating influence. This means that, only the unsatisfied needs motivate a person. Maslow concludes that "people tend to satisfy their lowest level of felt need before moving on to higher-level needs" (Cole, 2004, p. 36). Thus a satisfied need is no longer a motivator.

Cole went on to indicate that the second, and most central point of Maslow's theory is that people tend to satisfy their needs systematically, starting with the basic physiological needs and then moving up the hierarchy.

Appleby (1994) also indicate that Maslow's theory of motivation claims that human motives develop in sequence according to five levels of needs. This theory, therefore, assumes needs follow in sequence and when one need is satisfied it decreases in strength and the higher need then dominates behaviour. To him then, a satisfied need is not a motivator. He added that attempts made to test the validity of Maslow's ideas indicated that people do not necessarily satisfy higher order needs through their jobs or occupation. He also indicated that Maslow viewed satisfaction as a major motivator and this is not directly related to production.

Cole (1996) also indicated that other researchers especially the most current, Alderfer (1972), argued that individual needs were better explained as being on a continuum rather than in a hierarchy. Alderfer considered that people were more likely to move up and down the continuum in satisfying needs at different levels. Cole, however, concluded by stating that the theory made a considerable influence on developments in management theory during the 1950s/60s due partly to its simplicity and partly to the identification of higher level needs. He stated that the theory has provided a useful framework for the discussion of the variety of needs that people may experience at work, and the ways in which their motivation can be met by managers.

Considering Maslow's needs hierarchy theory in relation to the teaching profession, one can argue that graduate teachers require better (adequate) pay (salaries), better conditions of service, better level of recognition, good interpersonal relationship with their superiors and colleagues for them to achieve

self-actualization needs. The implication of this theory to the study is that, if graduate teachers' needs in terms of better remuneration (pay), better recognition, existence of better opportunities for promotion, better conditions of service are met, then they would be satisfied and be motivated to stay in the teaching service.

Herzberg's Two-Factor Theory

Another theory of interest to this study is Herzberg's motivation-hygiene theory. In the late 1950s, Herzberg interviewed two hundred engineers and accountants focusing on (1) outcomes that can lead to high levels of motivation and job satisfaction and (2) outcomes that can prevent people from being dissatisfied. These two factors were categorized into motivators and hygiene.

Hygiene factors are related to the physical and psychological context in which the work is performed. Hygiene needs are satisfied by outcomes such as pleasant and comfortable working conditions, pay, job security, good relationship with co-workers, and effective supervision. According to Herzberg, when hygiene needs are not met, workers will be dissatisfied, and when hygiene needs are met, workers will not be dissatisfied. Satisfying hygiene needs, however, will not result in high levels of motivation or even high levels of job satisfaction.

Motivators are related to the nature of the work itself (work content) and how challenging it is. Outcomes such as interesting work, autonomy, responsibility, being able to grow and develop on the job, and a sense of accomplishment and achievement help to satisfy motivator needs. In order to have a highly motivated and satisfied workforce, Herzberg suggested, managers should

take steps to ensure that employee's motivator needs are being met (Jones, Jennifer, George, & Charles, 2000).

The key to adequate understanding of Herzberg's motivator-hygiene theory according to Kreitner and Kinicki (2000) is recognizing his belief that satisfaction is not the opposite of dissatisfaction. Herzberg concludes that the opposite of job satisfaction is not dissatisfaction, but no job satisfaction. Herzberg asserts that the dissatisfaction-satisfaction continuum contains zero mid-point at which dissatisfaction and satisfaction are absent. For example an organisation member who has good supervision, pay, and working conditions but tedious and unchallenging task with little chance of advancement would be at the zero mid-point.

According to Appleby (1994), it was not until Herzberg presented his two-factor theory of motivation that differences between higher and lower needs were elaborated. Here again, the outcomes related to satisfaction rather than productivity. The theory states that factors which create satisfaction (motivators) are those stemming from the intrinsic content of a job (e.g. recognition and responsibility, challenges) which satisfy higher needs. Herzberg indicated that factors which create dissatisfaction (hygiene factors) stem from the extrinsic job context (e.g. working conditions, pay, and supervision) which satisfy lower needs. Bassy (2002) also indicated that the theory categorized motivation into broad factors namely: Motivators or intrinsic factors which provide or produce job satisfaction; Hygiene or extrinsic factors which produce job dissatisfaction.

The key distinctions between motivators and the hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factors only serve to prevent dissatisfaction. That is if motivators are absent from the job, the employee is likely to experience real dissatisfaction however, even if the hygiene factors are provided for, they will not in themselves bring about substantial job satisfaction (Cole, 2004).

Herzberg's theory has been criticized by other researchers. One criticism is that Herzberg's theory omitted other behavioural criteria such as performance, absenteeism and labour turnover; another is that he only concentrated on satisfaction and dissatisfaction (Appleby, 1994). Supporting Appleby's position, Cole (2004) indicated that some social scientists less received Herzberg's theory on the grounds of doubts about: their applicability to non-professional groups and his use of the concept of job satisfaction, which they argued is not the same thing as motivation.

Cole however, continued to indicate that researchers since Herzberg's studies have generally agreed that extrinsic and intrinsic factors do separately contribute to satisfaction. It should be noted that Herzberg's study's contribution out weights its limitations. In the first place, it stimulated further research on employee motivation, by calling attention to the need for understanding the role of motivation in organisations. Secondly, his study also prompted managers to look at more than just money as a tool for increasing worker productivity. It has also helped in job enrichment. Job enrichment entails modifying a job such that an employee has the opportunity to experience achievement, recognition,

stimulating work, responsibility, and achievement. These characteristics are incorporated into job through vertical loading (Kreitner & Kinicki, 2000). The relationship between Maslow's hierarchy of needs and Herzberg's motivators-hygiene are illustrated below. Maslow's top two needs—esteem and self-actualization is equivalent to Herzberg's motivators and the first three level needs are related to hygiene factors.

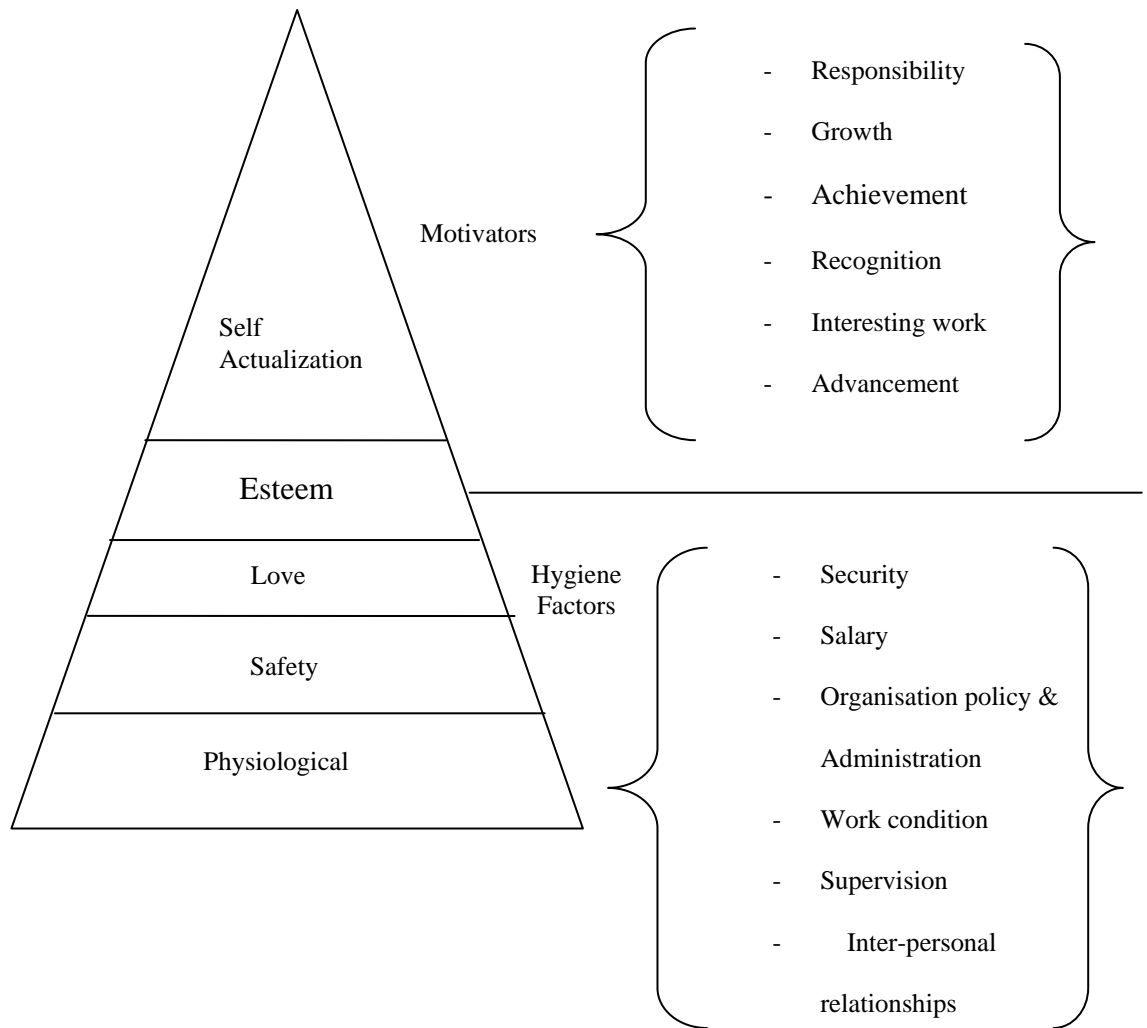


Figure 2: Connecting Maslow and Herzberg's Theories of Motivation

Source: Bassay, 2002

This theory relates to this study in that, the educational administrator's recognition of graduate teachers as a motivator – is directly related to their job satisfaction and not job dissatisfaction. This means that graduate teachers will be motivated as a result of recognition and timely promotion. Other factors such as better pay, better conditions of service, good interpersonal relationship with superiors to mention among others, will enhance teacher motivation. This is because if such needs are not met in the working environment; graduate teachers will be dissatisfied and may contribute to their leaving the service.

Vroom's Expectancy Theory

Victor Vroom formulated mathematical model of expectancy theory. In 1964 in his book *Work and Motivation* (Vroom, 1964). Vroom posits that motivation will be high when workers believe that high levels of effort will lead to the attainment of desired outcomes. The equation is $Motivation = E + I + V$. Where E = expectancy, I = Instrumentality, and V = Valence.

According to Jones, et al (2000), expectancy theory is one of the most popular theories of work motivation because it focuses on all the three parts of the motivation equation: inputs, performance, and outcomes. It therefore overcomes the shortcomings of the earlier discussed theories. Expectancy theory identifies three major factors that determine a person's motivation: expectancy, instrumentality, and valence. These terms are explained below:

Expectancy, according to Vroom (1964) represents an individual's belief that a particular degree of effort will be followed by a particular level of

performance. In order for people's motivation to be high, expectancy must be high. The following factors are said to influence expectancy:

Self-esteem; self-efficacy; previous success at the task; help received from supervisors; information necessary to complete the task and good materials and equipment. This study examines these expectations among others of graduate teachers to ascertain their level of satisfaction of each.

Instrumentality is a performance - outcome perception. It represents a person's belief that a particular outcome is contingent on accomplishing a specific level of performance. Instrumentality calculation ranges from - 0.1 to 1.0. An instrumentality of 1.0 indicates attainment of particular outcome which is totally dependent on task performance. An instrumentality of zero indicates there is no relationship between performance and outcome (Kreitner & Kinicki, 2000). According to expectation theory, employees will be motivated to perform at a high level only if they think that high performance will lead to (or is instrumental for attaining) outcomes such as pay, job security, interesting job assignment, bonuses, or feeling of accomplishment. That is instrumentalities must be high for motivation to be high.

Valence refers to the positive or negative value people place on outcomes. Valence mirrors our personal preferences. While some value pay as the most important outcome, others may value accomplishment or enjoying one's work. Outcome refers to different consequences that are contingent on performance such as pay, promotions, or recognition. These were examined in this study.

The expectancy theory by Vroom is another concept that seeks to analyse issues of motivation. Vroom's (1964) expectancy theory of motivation holds that people will be motivated to do things to reach a goal if they believe in the worth of that goal. His attention was focused on individual behavior in the work place. Using objective observation as his principal methodology, he further postulates that people's motivation towards doing anything will be determined by the value they place on the outcome of their effort (positive or negative), multiply by the confidence they have that their efforts will materially aid in achieving a goal. Vroom's theory implies that motivation is a product of the anticipated worth that an individual places on a goal and the chances he or she sees of achieving that goal. It thus avoids some of the simplistic features of the Maslows and Hertzberg theories (Koontz & Wenrich, 1990).

Vroom's expectancy theory however has some problems. Bassy (2002) indicated that the theory has become so complex that it has exceeded the measures which exist to test it. The theory, however, has some significant implication for educational administrators and other institutions. The theory is relevant to the study because if educational administrators expect graduate teachers to remain and perform well in the teaching service then, they (graduate teachers) must be rewarded when it demands so.

Porter and Steers' Theory

Organisational behavior researchers Porter and Steers (1991) developed an expectancy model of motivation that extended Vroom's work. This model attempted to (1) identify the sources of people's valences and expectancies and (2) link effort with performance and job satisfaction. The model is illustrated in figure 3 followed by its explanation.

Predictors of effort is a function of the perceived value of a reward (box 1 in Figure 3), which represent the reward's valence, and the perceived effort-----reward probability (box 2, which reflects an expectancy). Employees should exert more effort when they believe they will receive valued rewards for task accomplishment.

Predictors of performance are determined by more effort. Figure 3 indicates that the relationship between effort and performance is contingent on an employee's abilities and traits (box 4) and role perceptions (box 5). That is employees with higher abilities attain higher performance for a given level of effort than employees with less abilities. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles. This occurs because effort is channeled into the most important job activities or tasks.

Predictors of satisfaction are based on the fact that employees receive both intrinsic (circle 7A in Figure 3) and extrinsic (circle 7B) rewards for performance. Intrinsic rewards are self-granted and consist of intangibles such as

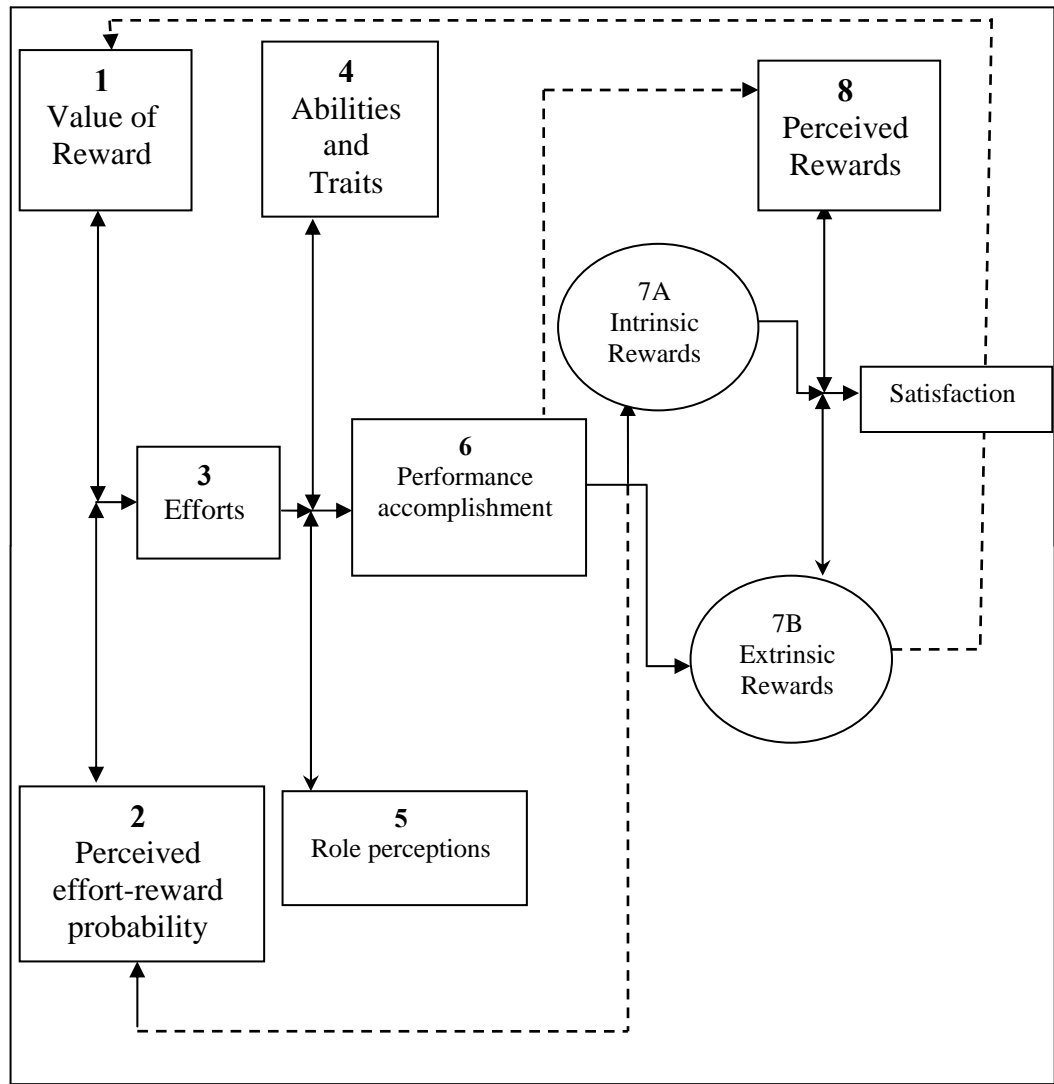


Figure 3: Porter & Steer's Expectancy Model

Source: Porter & Steers, 1991

pay and public recognition. In turn job satisfaction is determined by employee perception of the equity of the rewards received (box 8). Employees are more satisfied when they feel equitably rewarded. Figure 3 further shows that job satisfaction affects employees' subsequent valence of rewards. Finally, employees' future effort-reward probabilities are influenced by past experience

with performance and rewards.

It is debatable how far people do act in this rational manner, especially when attempting to predict the future outcomes for themselves of particular course of action. Needs, as drives, are not considered by the theory, and neither is the effect of past experience in reinforcing particular motives.

One major contribution of the theory is that, in contrast to the ideas of scientific management on motivation, expectancy theory transfers the idea of what is valuable from managers to individuals who can and do decide what their priorities are. One important consequence of this is the growth of developments in work design aimed at providing opportunities for job interest, high performance and adequate feedback in the job.

This theory is relevant to the study with the view that the graduate teacher is expected to derive job satisfaction from rewards received due to the effort exerted at the work place taking into consideration the constraints. Thus, if the effort and constraints in the teaching profession is not taken into consideration by educational administrators, the graduate teacher will be dissatisfied and may contribute to their leaving the service.

Adam's Equity Theory

Equity theory is another motivation theory that is considered under this study which has to be devoted to motivation and retention of graduate teachers. According to Bassy (2002), Adam's theory states that employees strive for equity between themselves and other workers. That is employees do not work in a

vacuum; they make comparisons of their job inputs and outcomes relative to others and any perceived inequalities can influence the degree of efforts that employees exert.

According to Kreitner and Kinicki (2000), equity theory is based on cognitive dissonance theory developed by Social Psychologist Leon Festinger in the 1950s. According to Festinger's theory, people are motivated to maintain consistency between their cognitive beliefs and their behaviour perceived inconsistencies, which create cognitive dissonance (or psychological discomfort), which in turn motivates corrective action. Psychologist J. Stacy Adams pioneered application of equity principle to the work place. Adams points out that two primary components are involved in the employee-employer exchange; inputs and outcomes. An employee's input, for which he/she expects a just return include education, experience, skills, and effort. On the outcome side of the exchange, the recognition provides such things as pay, fringe benefits, and recognition.

This theory of work motivation is proposed by Adams (1963) and is drawn from the principle of social comparison. In other words, how hard a person is willing to work is a function of comparisons with the efforts of others. This theory has perceptual, as well as social bases and suggests that motivation has a social rather than biological origin (Porter & Steers, 1991).

The equity theory has four major parts. First, you have an individual who does the perceiving and compares themselves with others. Second, you have those individuals that the person is comparing himself or herself with. Third, you

have the inputs or assets that the individual brings to the job. These include anything from education, intelligence, experience, skill, seniority, effort level, to health. Fourth, you have the benefits the person gets from the job and these are referred to as outcomes. Examples of these are pay, benefits, working conditions, status symbols, and seniority benefits (Muchinsky, 2000). With these four major parts in mind a person will form a ratio of his or her inputs to outcomes and compare it with the perceptions of others.

Motivation is influenced by the comparison of one's own outcome/inputs ration with the outcome/input ration of a referent (Jones, et al 2000). People tend to compare themselves to other individuals with whom they have close interpersonal ties such as friends and /or similar others such as people performing the same job or individuals of the same gender or educational level rather than dissimilar others.

From the equity theory, it can be deduced that people will usually perform well depending on the expected outcome. Thus, the equity theory provides a relatively simple model to help educational administrators explain and predict teacher's attitudes about rewards. Linking the theory to this study, one conclusion is that, if graduate teachers are adequately rewarded, it will reduce the level of graduate teacher attrition. For instance, if they are well paid, provided with adequate incentives and development opportunities, they are most likely to be satisfied with their occupation as compared with other jobs and hence increase the level of retention.

Skinner's Reinforcement Theory

Another important theory that is of relevance to this study (retention of graduate teachers) is Skinner's reinforcement theory. Re-enforcement is defined as any effect that causes behaviour to be repeated or inhibited which can be positive or negative (Nyalor, 1999) Re-enforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behaviour and consequence. Skinner, (1953) a Harvard Psychologist, carried out several studies and developed a reinforcement theory based on his belief that all human behaviour is shaped by its consequences. Therefore reinforcement theory suggests that the behaviour (motivation) is a function of its consequence (or rewards). This means that, when people are rewarded or have the intention that they will be rewarded, they perform better. On the other hand, when the unpleasant consequence (punishment) follows behaviour, it tends to stop. That is when people are punished or have the intention that they will be punished they cease to put up the punishable behaviour. The theory stated that, much of a person's motivated behaviourist learned behaviour. The critical element in this reinforcement process is the consequence (rewards and/or punishments) for performing because it is through administration of rewards or punishment that the person learns acceptable (motivated) or unacceptable (threatened) behaviour.

This theory is consistent with expectancy theory in that, the two theories indicated that, if a person knows that he or she would be rewarded for a good performance, he or she would be motivated to work in order to obtain the reward. Thus, if a person has job satisfaction due to rewards received (either intrinsically

or extrinsically) and if other factors are constant, the person will perform well therefore creating a direct relationship between job satisfaction and working condition. In this regard, good condition of work may lead to job satisfaction of the teachers.

According to Bassy (2002), Skinner's theory states that those employee behaviours that lead to positive outcome will be repeated and behaviours that lead to negative outcomes will not be repeated. Skinner therefore stressed that managers should positively reinforce employee behaviours that lead to positive outcomes; managers should negatively reinforce employee behaviours that lead to negative outcomes.

Linking this theory with this study, it is expected that if a teacher derives job satisfaction from rewards received, it will entice him to remain in the teaching service. This implies that graduate teachers would remain in the teaching service when they are adequately rewarded for good performance.

According to Harvey (1986), the most essential and obvious thing that motivates employees is money. He added incentives such as opportunities for promotion or to earn more money through bonus or merit rating. Harvey also identified other factors such as security, status a sense of belonging, the possibilities of improvement and enhancement of opportunities available for variation and self-expression. Schemes are probable factors that provide the most important motivational influence on employees especially when rewards from merit rating also signify recognition. He urges management of various companies to ask if any of these motivational factors could be harnessed to improve the

attitude and performance of workers. Harvey also argues that a good work environment can provide additional motivation to workers.

Job satisfaction is a complex phenomenon and depends on many work-related as well as personal factors. That means personal factors such as age, gender, and job experiences as well as the characteristics of the job influence a person's degree of job satisfaction (Bassy, 2002). Even though personal characteristics are unchangeable by the organisation, they can be used to predict satisfaction among groups of employees. The redesign of the work, as well as that of the work environment, may lead to increase in job satisfaction and productivity (Schultz & Schultz, 1998).

To Molander (1996), individuals may be satisfied with some aspects of their work and dissatisfied with others. However, all attitudes are not measured by the overall job satisfaction. Therefore, it might be of use to break down an individual's attitude toward his/her work as a whole into attitudes held toward single facets of the job such as pay, security, social conditions, and so on. In other words, since the overall job satisfaction does not measure all positive and negative attitudes of a person toward his/her work, it would be of avail to measure single facets of job satisfaction (Bassy, 2002). Some theorists think that job satisfaction leads to better performance. However, the accumulated research evidence only suggests a quite weak correlation between job satisfaction and performance (Molander, 1996). Moreover, the opinions of theorists differ in terms of whether job satisfaction leads to improved productivity or the reverse (Mullins, 1999). In addition, several studies, for instance Vroom (1964), have

shown that a negative relation between job satisfaction and labour turnover exist. The more satisfied an individual is with his/her work, the less likely he/she will change the employer.

Rudd and Wiseman, as cited in Bame (1991), studied the job satisfaction of some 432 teachers who had graduated from a college of the University of Manchester School of Education (England). Their study revealed that the sources of dissatisfaction for men and women were the inadequacy of school building and equipment, teaching load and training for the job. The male teachers placed salary first in ranking sources of dissatisfaction. Female teachers on the other hand placed salary thirteenth in their list of dissatisfaction. Other factors, which were found to give rise to dissatisfaction, were poor human relations among the staff, large classes, and feelings of inadequacy as a teacher and the status of the profession in society.

To Bame (1991), job satisfaction is regarded as a multidimensional phenomenon. It comprises a complex set of variables, which operate to determine a worker's attitude towards his/her job. Thus, while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surroundings of their work place or may be very dissatisfied with their wages or salaries. To him, workers can be satisfied or dissatisfied with their job at one and the same time. Wyllie's study as cited in Bame (1991) also showed that the variables that emerged as the determinants of dissatisfaction in teaching were remuneration, social prestige,

opportunities of promotion or advancement and incentives offered by a career in teaching.

Organ and Bateman as cited in Bassy (2002), also support the above by arguing that job satisfaction represents the constellation of a person's attitude towards or about the job he/she does. To them, it is a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one attaches to these respective components.

From the above, it is clear that there is the existence of individual needs; this means that all workers in an organisation have needs that must be fulfilled in order for them to be satisfied. The implication is that when graduate teacher's needs, in terms of recognition, better salaries, better conditions of service, involvement in decision making, good interpersonal relationship are met, they would be satisfied and increase the chance of their retention.

Needs and expectations/incentives at work

As quoted in Lindner (1998), Brown and Radhakrishna indicated that motivated employees are needed in our rapidly changing workplace. Motivated employees help organisations to survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. They go on to indicate that of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees' changes constantly. Pratt (1979) also indicated that to make effective use of

manpower, management should not only understand how people behave but also why they exhibit certain behaviour patterns at their work place.

Employees acting towards organisation goals and having a strong desire to remain in the organisation are very important for the success of that organisation. In order to generate such organisational commitment of the employees, the knowledge about what motivates and satisfies them is essential. The knowledge about needs and expectations of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees' degree of satisfaction with the job are important in order to increase the actual motivation and satisfaction with their work. Consequently, the difference regarding what people want and actually perceive from their job are of significance (Bassy, 2002).

The strongest motivator, according to Wyllie as cited in Bassy (2002), is something that people value but lack. According to Bassy (2002), the knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work in order to increase an employee's motivation and satisfaction.

According to Cole (1996), it is a complex matter trying to understand human motivation. Sometimes a person's motive may be clear to him, but quite puzzling to others. In other situations, both the individual and those affected by his behaviour understand what is driving him. In some situations, especially where stress is involved, the individual concerned is totally unaware of his motives, while others may see them quite clearly. Cole adds that, it is important

for those in managerial and supervisory positions to be aware of these issues and to take account of their own prejudices in this area of their work. This is because, to him, our efforts to understand others is coloured by our attitudes towards them and the assumptions we make about their behaviour. If we assume that a particular group of workers is hard working and reliable, we tend to treat them with respect and trust. If, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Appleby (1994) also indicated that, a large part of a manager's task is getting things done through people; he must therefore try to understand people's motivation. He went on to indicate that all aspects of motivation can be provided by management as other influences occur outside the working environment, for example, community and family. He identified the following as requirements of a good system of motivation: subordinates must be induced to work and produce more; a good system must be comprehensive in providing for the satisfaction of all needs; the system must be flexible in order to account for varying requirements of people who need different stimuli for example, some would work harder for more pay; others for status; provision must be made for financial opportunities particularly those giving more personal freedom; and security is a vital element.

Armstrong (1996) is also of the view that extrinsic rewards provided by the employer including pay, will be important in attracting and retaining employees and for limited periods, increasing effort and minimizing dissatisfaction. Intrinsic rewards related to responsibility, achievement and the

work itself may have longer-term and deeper impact on motivation. He indicated that, the degree to which people are motivated will depend not only upon the perceived value of the outcome of their action-the goal or reward- but also upon their perceptions of the likelihood of obtaining a worthwhile reward – that is their expectations. They will therefore, be highly motivated if they can control the means to attain their goals.

A study conducted by Laird and Laird (1967) indicated that people are likely to be motivated most strongly by what they do not have. In this regard, a worker who already possesses a radio will not be strongly motivated when management rewards him or her with another radio for his or her efforts on the job. Perhaps a reward in the form of a refrigerator which the worker does not have will motivate him or her.

According to Yonder and Standohar (1984), the individual's perception of the worth or value of rewards like incentive may result in motivated behaviour of workers on their jobs. Cascio (1989) also indicated that when incentives purported to reward individuals do fit the situation, performance increases on an average of 30% because of strong motivation. He also indicated that incentives directed toward a group increases motivation by only 18%.

Mathis and Jackson (1994) also indicated that incentive plans should provide for individual differences. They indicated that people are complex, and a variety of incentives systems may have to be developed to appeal to various organisational groups and individuals. To them, not everybody will want the same type of incentive rewards.

Retention of teachers

Marlow, Inman and Betancourt-Smith (1994), attempted to identify factors that were likely to force teachers to leave the field of education. The authors separate these factors into two namely; attitudinal and demographic factors. Gender and years of teaching experience were placed under demographic factors while the level taught and various other school environmental factors were placed under the attitudinal factors. Nine states were included in the subject pool of this study. A total of 1200 surveys were mailed to teachers from New Mexico, North Carolina, Arizona, Georgia Texas, Mississippi, Tennessee, Alabama, and Colorado. The analyses consisted of 602 returned surveys. The most significant finding was in relation to the years of teaching experience. The teachers that expressed the most desire of leaving the field of education were teachers who have been teaching for 5 years or less. The most common reason cited by teachers thinking of leaving the field was burnout and teacher stress. Another significant finding under the attitude factor was the amount of friendliness between co-workers. Teachers who reported wanting to leave the profession felt isolated and unwelcome by their peers.

Miller, Brownell and Smith (1999), examined demographic variables and school environment variables and teachers retention. Special educators from the state of Florida were sampled and a total of 1,152 educators' surveys were included in the final study. The factors that showed significance of predicting special educator retention were age of the teacher and school climate. The authors

fail to describe the specific relation between teacher retention and these significant factors that calls for more focused studies on special educator retention. This omission is a serious limitation of the present study and therefore severely restricts implications and information derived from it.

According to Mussazi (1994), “retention of teachers is the ability of the school system to keep its staff in their jobs and make them want to stay”. He further says that it involves a situation where an employee (teacher) stays long and gets committed to the vision of the school. He maintains that when teachers feel unhappy of what goes on in educational system especially in their schools, they lose some of their sharpness, their incentives, their ideas, and staff moral fall (p.199). He suggested the following guidelines for teachers to stay long in the profession: establish clear staff policy on the principles of justice and fair play; establish clear channels of communication with teachers; encourage teacher participation in decision making process; provide facilities and equipment needed by teachers; avoid dictatorship and unnecessary hostility and antagonism; defend the teachers when they are unfairly treated, attacked or criticized; assign reasonable duties and teaching loads to teachers.

According to Potter (2001), teachers in California are more dissatisfied with the level of stress in their jobs than they are with salaries, and are almost as dissatisfied about the lack of praise and respect for them. While respondents echoed familiar concerns about low pay in the teaching profession, survey results suggest that salary concerns are linked to other important issues, and that it will

take more than pay raises to attract and retain the teachers that California is going to need in the next decade.

Adesina (1990) sees retention of teachers as “improving the salary and income conditions of teachers and making the profession more attractive”. He maintains that economic conditions are appropriate. “There must be policy options in the budget to cover the increase and regulate mechanism for revision of teachers’ salaries to avoid the risk of bureaucratizing the teaching profession” (p.134). He explains further that economic conditions alone are not appropriate but that there should be a balanced approach which reconciles the need for salary increase with recruitment.

As Ingersoll (2001) observed, the shortage of teachers would not be solved by recruiting thousands of new people into teaching, if after a few short years many of them leave. It is critical to have a sense of how many teachers are leaving and what they do upon leaving.

In sum, retention of graduate teachers is the ability of the school system to keep its staff in their jobs and make them want to stay. In order to retain graduate teachers, there should be improvement in their salary and income conditions, established clear policy on the principles of justice and fair play, involve graduate teachers in decision making and provide the necessary logistics for the graduate teachers to be able to carry out their duty.

Attrition of teachers

Employee attrition which is the phenomenon of people leaving one occupation for another is a feature of all professions. But attrition is paradoxically, more noticeable in teaching a profession that is considered by many career changers as offering greater job and financial security. In recent times however, the alarming rate at which teachers are leaving the profession for other occupations has been identified as a major cause of looming or current shortage of qualified teachers in most western countries and has become a source of concern for many nations. In the United States, thirty percent of new teachers are said to leave the profession within three years of teaching, and fifty percent in the first five years with even higher rates in low-income communities (Smithers & Robinson, 2003).

A study conducted by Bame (1991) reveals that, in the view of male and female practising teachers, the three most important factors which drive teachers out of the teaching service are inadequate or poor salary, lack of opportunity for promotion and low prestige in elementary teaching. The corresponding ranking of the eight reasons by head teachers revealed striking similarities with that of ordinary teachers. The head teachers too felt that poor salary or inadequate remuneration, lack of opportunity for promotion and low prestige in teaching were the three most crucial factors which accounted for the drift of trained teachers from the teaching service into other occupations. They also saw lack of opportunity to perform a useful service and inability on the teachers' part to teach

well as the least important motivating reasons which make teachers leave teaching.

A study conducted by Wyllie, as cited in Bame (1991), of Ghanaian student teachers revealed that 46.6% of them did not intend to make teaching a long-term career. The study indicated that the high rate of turnover among teachers might remain a serious problem in Ghana for some time to come. Although he admitted that this situation was not new in Ghana, he pointed out some serious implications of such teacher turnover. He first indicated that the teaching profession might lose not only graduates who are potential teachers but also a large number of graduates who are already seasoned teachers with rich teaching experience. He further commented that although increased remuneration might lead to lower turnover rates among teachers, more needed to be done in the form of developing and improving the career and vocational aspect of teaching.

Another report by Mills-Odoi Commissioned in 1957 as cited by Antwi (1992), observe a sharp difference between the extent of attrition among primary school teachers and the graduate teachers and emphasised that even among primary school teachers, morale was low. The report noted: “we have been left in no doubt that morale is not high in the teaching service and that there is widespread dissatisfaction at the alleged disparity between their conditions of service and those of other civil servants. We have made some comparisons and are satisfied that there is some disparity not so much at the entry level as in the prospects for advancement” (p.199).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research methodology. It discusses the study area, the research design, population of the study, sample and sampling procedure, research instrument, validity of the instrument, data collection procedure, and data analysis.

The study area

Ho municipality is one of the twelve (12) Administrative Districts in the Volta region. The municipality lies approximately between latitude $6^{\circ}20' N$ and $6^{\circ}55' N$ and longitude $0^{\circ}12' E$ and $9^{\circ}53' E$. It is triangular in shape and covers a total surface area of about 2,660sq.km. The municipality is bounded at the north by the Hohoe District, at the west by the Kpandu District and part of the Eastern region, at the south by the North Tongu and the Akatsi Districts and at the east by the Republic of Togo. The municipality is the second most populated district in the region after Ketu District. It has a population of 240903 that is, 14.4% of the Volta Regional Population (Population and Housing Census, 2002). The females contribute about 51.8% of the total population (i.e 124,788) and the males also contribute about 48.2% (i.e 116,115) of the total municipal population. The

population growth rate in the municipality is estimated at 1.17% (Population and housing census, 2002).

The relief of the municipality could be grouped into two main parts namely mountainous and lowlands. The rainfall is bimodal. The major one is normally from March to June with break from July to August. The main economic activity in the municipality is agriculture. This activity employs about 64% of the total labour force in the municipality. The crops mainly produced include maize, cassava, yam, plantain, banana, citrus, rice, mango, and avocado pear. The non-traditional crops like pineapple are dominant at Akrofu, Sokode, and Abutia areas. Sugarcane is also grown at Tsawoenu and Ziope areas. Adaklu areas are also noted for honey production in the municipality.

There are 258 primary schools with 1121 teachers. 123 Junior High Schools with 907 teachers, 13 Public Senior High Schools with 437 teachers, 1 Teacher Training College, 1 Nurses Training College, 1 Community Health Nurses Training and School of Hygiene. There are 5 Commercial/Vocational Schools, 1 Technical Institute, and 2 Tertiary Institutions.

Research design

Research design, according to Worgu (1991), is a plan or blue print, which specifies how data relating to a given problem should be collected and analysed. Grey (1976), states that research design provides the procedural outline for the conduct of any investigation.

The study employed the descriptive survey design. Descriptive survey is a design to obtain information containing the current state of phenomenon (Opoku, 2005). Grey (1976) stresses that the descriptive method is used for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, and conditions. Since this study is basically aimed at investigation issues affecting the motivation and retention of graduate teachers, the descriptive research design was considered appropriate to achieve the purpose of the study and to draw meaningful conclusions for the study.

Target population

The population consisted of graduate teachers in thirteen public senior high schools in the Ho municipality during 2011. This population was chosen because Ho Municipality is considered to have more senior high schools than the other districts in the Volta Region and thus the result from such a place will give a better reflection of retention of graduate teachers. Also, graduate teachers will prefer teaching in the municipality in order to have access to or engage in extra activities such as extra teaching, trading and part time jobs with other organisations. In all, a total of 366 graduate teachers fall under this population based on G E S records (Ho Municipal Educational Statistics Unit, 2009).

The target population consisted of graduate teachers in five out of the thirteen public senior high schools in the Ho municipality. In all, a total of 239 graduate teachers fall under this target population based on G E S records (Ho Municipal Educational Statistics Unit, 2009).

Table 1: Number of teachers in the various schools

School	No of graduate teachers
Abutia Senior High/Tech	14
Mawuli Senior High School	54
Akorme senior High/Tech	11
Mawuko Girls' Senior High School	45
Avatime Senior High School	03
OLA Girls' Senior High School	33
Dzolu Senior High School	16
Awudome Senior High School	76
Kpedze Senior High School	30
Sokode Senior High/Technical	15
Tanyigbe Senior High School	22
Taviefe Commercial Sen.High	16
Tsito Senior High/Technical School	31
Total	366

Source: Ho Municipal Educational Statistics Unit, 2009

Sample and sampling procedure

A sample size of 154 was drawn representing about 65% of the total population under study. The sample was chosen because, according to Nwana as cited in Antwi (1992), if the population is a few hundreds a sample of 40% or more is adequate. Stratified random sampling method was used in selecting the schools. Table 2 shows the breakdown of teacher population of the various schools and the sample drawn from each school.

Simple random sampling method was used in selecting the respondents from the selected school in the study area. This sampling method was chosen because it incorporates all the advantages of simple sampling and also increases the perception of the analyses because of the homogeneous groupings–sub groupings results in reducing the variance within each sub-group while maximizing the variance between groups (Sproul, 1998). Since the various schools had different teacher population size, each school was considered as a stratum.

Table 2: Population of schools and sample sizes

School	No of graduate teachers	No selected
Mawuli Senior High School	54	35
Mawuko Girls' Senior High School	45	29
OLA Girls' Senior High School	33	21
Awudome Senior High School	76	49
Tsito Senior High/Technical School	31	20
Total	239	154

Source: Ho Municipal Educational Statistics Unit, 2009

Research instrument

According to Gay (1992), all research studies involve data collection. Since the study is designed to answer research questions, data would be collected

through the use of questionnaire. It promises a wider coverage since researchers can approach respondents more easily than other methods. Further, it provides a quick way of collecting data from the respondents since much of their time at school is occupied with teaching. Furthermore, since the entire respondents selected can read and write, questionnaire was considered as the most appropriate instrument. A questionnaire also has a higher degree of transparency or accountability than the interview techniques.

The questionnaire used by the researcher had two sections – A and B. Section A had seven items which elicited information on the demographic data of the respondents. The seven items included: sex, age, marital status, highest academic qualification, professional status, rank and years of teaching experience.

Section B was used to measure motivation and retention of graduate teachers which was modified version of questionnaire by Bassy (2002) on motivation and job satisfaction. The questionnaire used in this study employed several variables to measure the level of motivation and retention of graduate teachers.

The retention questionnaire used the Likert scale in addition to open-ended items. The respondents were asked to rate the attitude object on each scale items of five-point category ranging from very satisfied to very dissatisfied.

The extent to which some factors affect retention of graduate teachers was measured by using ten items (8 to 17). The variables used included incentives, present salary, opportunities for promotion, opportunities for advancement, relationship with head of institution, supervisors, and colleagues, conditions of

service, status, pension benefits, teaching environment, as well as salary as compared with colleagues in other sectors. The extent to which graduate teachers are satisfied with their job is measured by using eight items (21 to 28). These items include status; present salary, achievements, relationship with head of institution, supervisors, colleagues, and students.

To assess the situation that usually leads to attrition, respondents were made to indicate the extent to which they agree or disagree or neither agree nor disagree with five statements (29 to 33). Apart from indicating their level of satisfaction, the questionnaire included an aspect that asked the respondents to rank the factors which they felt cause graduate teachers to leave the teaching service. The items were eight (34 to 41) and the respondents were to rank them by putting numerical values against them. The numerical value '1' was to be put against the most important reason for graduate teachers' attrition, '2' to the second important factor or reason and so on up to '8' which represented the least reason for graduate teacher attrition. Two additional open-ended items were asked to ascertain the level or the existence of incentives in the various schools, and the measures that would lead to graduate teacher retention in the teaching service.

Validity of the instrument

The relevance of the questionnaire items was established before they were used for the data collection. This was carried out by giving the instrument to the supervisor of this work and other experts in research (lecturers) to scrutinise the

items for proper construction. As recommended by Cunningham (1986), this was done to facilitate the face validity of the instrument.

Pre-testing

The research instruments for data collection were pre-tested in two of the senior high schools in the Ho municipality, namely: Mawuli senior high school and Mawuko girls senior high school. These senior high schools were chosen for the pre-testing as they had similar characteristics with almost all the senior high schools in the Ho municipality.

The pre-testing involved 16 respondents from each senior high school. There were 32 graduate teachers in all made up of varied ranks. The breakdown was as follows: 1 superintendent, 6 senior superintendents, 19 principal superintendents, and 6 assistant directors.

The use of the instruments revealed certain weaknesses inherent in the instruments. This included poor framing of some of the questions and others not clear which led to poor responses. In some cases, no answers were provided. The researcher gave careful thought to this and with the aid of the supervisor the poor items were properly restructured and retested and were now satisfactorily answered.

Actual fieldwork

Data were collected by soliciting graduate teachers' responses to motivation and retention of graduate teachers' questionnaire. Questionnaires were

administered to respondents in the five schools through the support of the assistant headmasters/mistresses in the various schools and in some cases the researcher directly took part in the administration of the questionnaire. In some schools the researcher was given the opportunity to address the staff to clarify some of the items. A total of 152 questionnaires were returned representing a response rate of 98.7%. Two of the questionnaires were not returned. This was as the result of the respondents being transferred.

Data analysis

The data gathered with the questionnaire were first edited. Statistical Package for Service Solutions (SPSS) was used in the data analysis. The data was organized according to the items under the sections in the questionnaire. The responses were tabulated item by item. Frequencies and percentages were used in analyzing both the demographic information and the main data. Responses to Likert scale items were further grouped into three categories for easy analysis. That is, neither satisfied nor dissatisfied, very satisfied and satisfied were collapsed into satisfied. Dissatisfied and very dissatisfied were also collapsed into dissatisfied. Neither agreed nor disagreed, strongly agreed and agreed were collapsed into agreed; disagreed and strongly disagreed were also collapsed into disagreed. On the aspect where respondents were asked to rank the variables in order of importance a group mean was found for each variable to ascertain factors that are more important to respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the findings of the research. The chapter is divided into two major sections. The first section under the study included gender of respondents; age group distribution; marital status; highest academic qualification; professional status; present rank and years of teaching experience.

The second section includes factors that may affect the retention of graduate teachers; graduate teacher job satisfaction; graduate teacher attrition and the reasons why graduate teachers leave the teaching service.

Socio-demographic Characteristics of respondents

Differences in sex may have influence on the kind of factors that may motivate and retain employees at workplace. Thus, what may motivate and retain a male at workplace may not necessary motivate and retain a female. Table 3 shows that 77% of the respondents were males and 23% were females. Gender difference was not considered in the sample process hence the disparity may be attributed to the common fact that there are more male teachers than female teachers in senior high schools. It could also mean that female graduates are not motivated enough to remain in the teaching profession.

Table 3: Profile of Teachers

Individual Profile	Frequency	Percentage
Gender		
Male	117	77
Female	35	23
Age		
Below 30	18	11.84
30 - 34	37	24.34
35 -39	40	26.31
40 – 44	33	21.71
45 and above	24	15.80
Marital status		
Married	105	69.08
Unmarried	43	28.29
Divorced	1	0.65
Widowed	3	1.98
Highest Academic Qualification		
First Degree	140	92.10
Master's Degree	12	7.90
Professional		
Yes	143	94.10
No	9	5.90

Table 3: Continued

Rank		
Sperintendent	5	3.30
Senior Superintendent	14	9.20
Principal	107	70.40
Superintendent		
Assistant Director	23	15.10
Director	3	2.00
Years of experience		
1 – 5	23	15.13
6 – 10	48	31.58
11 – 15	42	27.63
16 – 20	18	11.84
21 and above	21	13.82

Source: Field data, 2011

The age of an employee may influence what may motivate him/her to perform and stay in a particular job. It was therefore necessary to obtain the age group distribution of the respondents. Most of the respondents (26.3%) were in the age group 35–39 years which indicates that most of the graduate teachers were young (Table 3). This was followed by the age group 30-34 years which constituted (24.3%). The results also show that the respondents who fell below 40 years constituted 62.4% which means that majority of the respondents were young indicating that most graduate teachers probably do not stay in the teaching

service for long. This could be attributed to lack of adequate motivation in the teaching service. This is supported by a study conducted by Antwi (1992) which indicated that graduate teachers do not stay in the service for long because of frustration in areas of economic, social and political spheres.

Another important item that was analysed under the demographic data was marital status of respondents. This was necessitated on the grounds that marital issues may have influence on the level of motivation and retention of graduate teachers in the Ho Municipality.

The marital status of the respondents indicated that 69.1% of the respondents were married (Table 3). This was followed by 28.3% of respondents who were unmarried, .7% of respondents were divorced and 2.0% of respondents were widowed. Generally, married people and for that matter married graduate teachers are likely to have more economic and social responsibilities and would make every effort to secure jobs they perceive to be better than the teaching profession. The higher percentage (69.1%) of married graduate teachers therefore calls for better motivating packages to enhance their retention.

The level of motivation an employee expects may have direct relationship with the level of his/her education. Thus, the higher one's level of education the higher his/her expectations would be in terms of level of motivation at workplace. According to Hotchkiss and Kaufman (1999), every university student, for example, is aware of the costs of pursuing a university degree and counter-balanced against these costs are the anticipated benefits of increased earnings, more attractive employment opportunities, and higher status, and social prestige.

The majority of the respondents (92.1%) were holders of first degree whilst the remaining (7.9%) were holders of master's degree (Table 3).

Employment Characteristics of Respondents

Generally, every piece of work requires a certain level of skills for it to be performed successfully. Those who possess these needed skills are mostly considered as the professionals in that field and may expect to be treated as such. This means that the expectations in terms of motivation may vary among professional and non-professional graduate teachers. Table 3 highlights on the professional status of the respondents. The results show that 143 of the respondents were professional graduate teachers and 9 were non-professional. This means that the majority of the respondents were professional teachers.

Respondents were also asked to indicate their present rank. The responses are illustrated in Table 3. With regard to the rank of respondents, 70.4% were principal superintendent. The very high percentage may be attributed to the new policy of the Ghana Education Service (2001), which places professional graduate teachers on the rank of principal superintendent and non-professional graduate teachers on the rank of senior superintendent as compared to the old system where professional and non-professional graduate teachers were placed on the rank of superintendent.

The five respondents whose rank is superintendent were among those whose teaching experience fell in the year group of 1-5 years. The category of teachers who fell under the rank of Assistant Director was among those who have

had teaching experience over 10 years as graduate teachers. The new system of placement of graduate teachers by GES is seen as one way of motivating graduate teachers to increase their retention.

Teaching experience

It is generally believed that the level of motivation an employee receives from an organisation may determine the length of time the employee remains in the organisation. It was therefore necessary to look at the years of teaching experience of graduate teachers in the Ho municipality. Table 3 highlights on the years of teaching experience of respondents. The results from Table 3 show that the majority (46%) of the respondents have taught for less than 10 years as graduate teachers. This means that most of the respondents have not had many years of teaching as graduate teachers. This is quite evident by the high number of 71 of the respondents who fell in the year groups of 1–5 years and 6–10 years. The low percentage (27%) and (11%) respectively for those who have had above 10 years and below 20 years of teaching experience may serve as an indicator that graduate teachers are not motivated enough to stay in the teaching profession for long. The trend of the years of teaching experience calls for pragmatic measures to motivate graduate teachers to enhance their retention. Twenty-one of the respondents indicated that they have taught for over 20 years as graduates.

Factors that influence retention of graduate teachers

One other issue that was studied was the factors that may affect the retention of graduate teachers in the teaching service. The responses were grouped into three main categories that is satisfied, neither satisfied nor dissatisfied and dissatisfied. Results presented in Table 4 show that 77% were not satisfied with the level of incentives they receive, 17.1% were neither satisfied nor dissatisfied and only 5.9% were satisfied. With their present salary, 84.9% were not satisfied, 12.5% were neither satisfied nor dissatisfied and only 2% were satisfied. In addition to the level of incentives they receive as graduate teachers, opportunities for advancement was also studied. The retention of a worker may depend on the opportunities available for promotion and professional advancement in the institution/organisation. Table 4 indicated that 51.3% which is more than half of the respondents were not satisfied with the opportunities for advancement. Only 25.7% were satisfied.

The results further show that 71.7% were satisfied with interaction with their supervisors or heads of institutions. On the part of conditions of service other than salary, 71.7% of the respondents were not satisfied whilst 9.9% were satisfied with their conditions of service. 18.4% were neither satisfied nor dissatisfied. This is supported by the study conducted by Bame (1991), which revealed that job satisfaction is regarded as a multidimensional phenomenon. It comprises a complex set of variables, which operate to determine a worker's attitude towards his/her job. Thus, while workers can be very satisfied with some aspects of their work, for instance their relations with their immediate supervisor,

Table 4: Factors that influence retention of graduate teachers

Factors	Satisfied (%)	Neither Satisfied nor Dissatisfied (%)	Dissatisfied (%)
Incentives (allowance gifts, free meals, etc)	5.9	17.1	77.0
Present salary	2.0	12.5	84.9
Opportunities for advancement	25.7	23.0	51.3
Relationship with heads/supervisors	71.7	16.4	11.8
Conditions of service other than salary	9.9	18.4	71.7
Prestige (status) as a graduate teacher in society	29.6	20.4	50.0
Future pension benefit	10.5	16.4	73.0
Teaching environment (structures and material)	34.4	23.7	41.4
Relationship with colleagues	85.5	6.6	7.9
Teachers			
Your salary as compared with your colleagues in other sectors	7.2	5.9	86.8

Source: Field data, 2011

they may be indifferent to the physical surroundings of their work place or may be very dissatisfied with their wages or salaries. To him, workers can be satisfied or dissatisfied with their job at one and the same time. Molander (1996), also support the above by arguing that individuals may be satisfied by some aspects of their work and dissatisfied with others.

Prestige – as a graduate teacher – was also measured and the result indicated that half (50%) of the respondents were dissatisfied, 20.4% were neither satisfied nor dissatisfied whilst 29.6% were satisfied. The results further indicated that the majority of the respondents (73%) were dissatisfied with their pension benefit, 16.4% were neither satisfied nor dissatisfied whilst 10.5% were satisfied with their pension benefits.

About 34.2% of the respondents were found to be satisfied with the teaching environment (structure and material), 23.7% were neither satisfied nor dissatisfied whilst 41.4% were dissatisfied with the teaching environment. Also 85.5% of the respondents were satisfied with relationship with their colleagues, 6.6% were neither satisfied nor dissatisfied whilst 7.9% were dissatisfied. Further, 86.6% of the respondents were dissatisfied with their salary as compared with their colleagues in other organisations, whilst only 7.2% were satisfied.

Out of the ten items used to measure the factors that influence the retention of graduate teachers in the teaching service, the results indicated that the majority of the respondents were dissatisfied with eight items. A greater percentage of the teachers were dissatisfied with the level of incentives, present salary, opportunities for advancement, conditions of service, prestige in society,

pension benefits, teaching environment and graduate teachers' salary as compared to their colleagues in other organisations.

The above results imply that graduate teachers are not well motivated to remain in the teaching service. The literature revealed that most teachers are dissatisfied with the opportunities that exist for promotion; the result of this study confirms it as about half (51.3%) of the respondents were dissatisfied.

Perception of graduate teachers' about the teaching service

Another issue that was looked at was the perception graduate teachers have about teaching relative to other professions. Out of the 152 respondents, 143 perceived other jobs to be better than the teaching service whilst 9 respondents indicated no meaning, they did not perceive other jobs to be better than the teaching service. The respondents who indicated yes were asked to indicate whether they have ever thought of leaving the teaching service to the perceived better jobs. Out of the 143 respondents who indicated yes, almost all these people had ever thought of leaving the teaching field, whilst 9 had never thought of leaving the teaching field. In a follow up item, respondents were asked to indicate the sector to which they wished to move to. Table 5 indicates the responses of the 152 respondents.

Out of the 152 respondents, those who indicated that they would leave the teaching profession if they had the opportunity included: 31.6% preferred to join non-governmental organisations (NGOs) or the private sector. 44.7% also

preferred other governmental sectors. In addition, 19.1% preferred to run their own businesses whilst 4.7% indicated none.

Table 5: Preferred sector (occupation) of respondents

Sector (occupation)	Frequency	Percentage
None	7	4.6
Other government sectors	68	44.7
Organisations/Private sector	48	31.6
Personal business	29	19.1
Total	152	100.0

Source: Field data, 2011

The foregoing analysis clearly shows that graduate teachers perceive other jobs to be better than the teaching service. This means that graduate teachers are not satisfied with their job hence, the desire to leave for what they perceive to be better jobs. This is supported by the study conducted by Wyllie as cited in Bame (1991), which revealed that 46.6% of Ghanaian student teachers did not intend to make teaching a long-term career. The same study indicated that even some of the students who chose teaching as a long-term career, expressed a high level of dissatisfaction with it. To Wyllie (1991) it meant that the student teachers intended to make the best of what they saw as a bad job in the absence of perceived viable occupational alternatives.

Level of job satisfaction

The performance of a worker sometimes depends on the job satisfaction that the individual derives from the job. It is therefore necessary to measure the level of graduate teachers' job satisfaction and its influence on their retention. For easy and effective analysis, data were put into three main categories and already discussed in chapter three that is the three-point Likert scale was employed to measure teacher's satisfaction with teaching.

Eight issues under job satisfaction were used to measure graduate teachers motivation level. These included: status; salary; achievements; relations with: heads, external supervisors, colleagues, students, and availability of teaching and learning materials (Table 6).

Results from Table 6 indicated that 27% of the respondents were satisfied with their status as graduate teachers in society, 21.7% were neither satisfied nor dissatisfied whilst 51.3% were dissatisfied with their status as graduate teachers in society. This means that only 27% of the graduate teachers were satisfied with their positions as teachers thus, majority of the respondents were not satisfied with their status as graduate teachers in society.

This is supported by a study conducted by Wyllie, as cited in Bame (1991), which indicated that one of the variables that emerged as the determinants of dissatisfaction in teaching was low social prestige/status. With regard to salary, 86.2% were dissatisfied with the level of their present salary, 9.2% were neither satisfied nor dissatisfied whilst 4.6% were satisfied with the level of their present salary.

Table 6: Level of job satisfaction

Variables	Satisfied(%)	Neither Satisfied nor Dissatisfied(%)	Dissatisfied (%)
Status/ recognition	27.0	21.7	51.3
Present salary	4.6	9.2	86.2
Achievements	40.1	27.3	30.9
Relationship with head	76.3	15.8	7.9
Relationship with supervisor	73.0	19.1	7.9
Relationship with colleagues	90.1	5.9	3.9
Relationship with students	84.9	9.2	5.3
Teaching and learning materials	19.7	27.6	52.6

Source: Field data, 2011

It is quite evident that majority of the graduate teachers were found to be dissatisfied with their salary levels. A study conducted by Bame (1991), supports the assertion that most teachers are dissatisfied with their salary. They studied the level of job satisfaction of some 432 teachers who had graduated from a college of the University of Manchester School of Education. Their study revealed that the male teachers placed salary first in ranking sources of dissatisfaction.

Achievement (i.e. personal assessment of the graduate's job performance) was the next important motivation item studied. The results shows that 30.9% of the respondents were not satisfied with their achievements as graduate teachers,

27.3% were neither satisfied nor dissatisfied whilst 40.1% were satisfied with their achievements as graduate teachers. It is quite evident that graduate teachers were satisfied with their achievements.

The behaviour of supervisors may affect the work of subordinates either positively or negatively. It is therefore prudent to measure the extent to which the behaviour of heads/supervisors affects the graduate teachers in the service. Out of the 152 respondents, 76.3% were satisfied with their relationship with their heads whilst 7.9% indicated that they were not satisfied with their relationship with their heads. Respondents' responses with regard to their relationship with their external supervisors revealed that 73% of the respondents were satisfied, 19.1% were neither satisfied nor dissatisfied whilst 7.9% were not satisfied with their relationships with external supervisors.

Respondents' relationship with their colleagues was also assessed and, out of the 152 respondents, 90.1% were satisfied with their relationship with their colleagues, 5.9% were neither satisfied nor dissatisfied whilst 3.9% were dissatisfied with their relationship with their colleagues.

With respect to respondents' relationship with students, 84.9% were satisfied with their relationship with students, 9.2% were neither satisfied nor dissatisfied whilst 5.3% of the respondents were not satisfied with their relationship with students. On the part of teaching and learning materials, 19.7% of the respondents were satisfied, 27.6% were neither satisfied nor dissatisfied whilst 52.6% were not satisfied. This means that majority of the respondent were

satisfied with their interaction with heads; supervisors; colleagues and students which enhance their job satisfaction and retention.

Attrition of graduate teachers

Attempt was made to assess factors that cause graduate teachers' attrition in the teaching service. The respondents' responses to the items are presented in Table 7. Results revealed that out of 152 respondents, 64.5% were proud to be graduate teachers, 15.8% neither agreed nor disagreed whilst 19.7% disagreed to that statement. This shows that the majority of the graduate teachers feel proud as graduate teachers. The higher percentage may be attributed to the relationship they have with their heads, supervisors, colleagues, and students.

One other issue that was studied was whether other jobs look more lucrative to respondents. A greater percentage (85.5%) did indicate that given other lucrative jobs they would leave the teaching service. This is an indication that graduate teachers perceive the teaching services as a stepping stone for other better paying jobs. This is supported by the study conducted by Bame (1991), which revealed that 46.6% of Ghanaian student teachers did not intend to make teaching a long-term career. The same study by Bame (1991) indicated that most of the students who chose teaching as a long-term career, expressed a high level of dissatisfaction with it. The results also shows that about half (50.6%) of the respondents, disagreed that more young graduates are willing to enter the teaching service although salaries and other conditions of service are low whilst (14.5%) neither agreed nor disagreed.

Table 7: Statements relating to graduate teachers attrition

Variables	Agree(%)	Neither Agree nor Disagree(%)	Disagree(%)
I am proud to be a graduate Teacher.	64.5	15.8	19.9
Given other lucrative Jobs, I will leave the teaching Service.	85.5	3.9	10.5
Although graduate teachers' salary is low, more graduate are willing to join the service.	32.9	14.5	52.6
Lack of opportunities for promotion forces many graduate teachers to leave the teaching service	67.8	6.6	25.7
Graduate teachers leave the teaching service because of low or inadequate salary.	90.1	3.9	5.9

Source: Field data, 2011

However, (32.9%) agreed that fresh graduates are willing to enter the teaching service even though conditions of service and salary levels are low. The slightly high percentage (32.9%) of respondents may attest to the fact that fresh graduates use the teaching service as an entry point into the job market. Their responses may imply that there are job vacancies in the teaching service always as a result of the attrition of graduate teachers. The majority (67.8%) of respondents also agreed with the statement that lack of opportunities for promotion force many graduate teachers to leave. However, (6.6%) neither agreed nor disagreed. The

remaining (25.7%) however, disagreed that graduate teachers leave because of lack of opportunities for promotion.

The effectiveness and efficiency of a worker on the job may be determined by how much he/she is paid. Therefore the item studied was whether salary was one of the factors that affect respondents' retention. Results from table 8 with respect to graduate teachers' attrition as a result of low salary indicated that, 90.1% of the respondents agreed to the statement, 3.9% neither agreed nor disagreed whilst 5.9% disagreed with the statement. This means that low salary is a major factor for graduate teachers' attrition. This result confirms a study conducted by Antwi (1992), who indicated that teachers generally complain about poor wages in a profession marked by the pyramidal organisational structure.

In order to find out the important factors that graduate teachers perceive as the source of their attrition, they were also asked to rank eight reasons in terms of the part they perceived as the reasons that drive graduate teachers out of the teaching service. The items were eight and the respondents ranked them by putting numerical values against them. As indicated in the research instrument, the numerical value '1' was put against the most important reason for graduate teachers attrition, '2' to the second important factor and so on up to '8' which represented the least reason for graduate teachers attrition. The results are illustrated in Table 8.

Table 8: Ranking of reasons why graduate teachers leave teaching

Reason	Frequency	Rank
Low prestige/status in society	36.8	1
Poor conditions of services	62.5	2
Lack of teaching and learning materials	44.7	3
Inadequate or poor salary	39.9	4
Lack of opportunities for promotion and professional advancement	30.9	5
Poor relationship with supervisors	42.8	6
Lack of incentives	48.0	7
Inability on the teacher's part to teach well	34.9	8

Source: Field data, 2011

As Table 8 shows, in the view of the respondents the most important factor that drives graduate teachers out of the teaching service is poor conditions of service. The other factors followed in this order: lack of incentives; lack of teaching and learning materials; poor relationship with supervisors; inadequate/poor salary; low prestige/status in society; inability on the teacher's part to teach well; and lack of opportunities for promotion and professional advancement. The above ranking may be contrary to a study conducted by Bame (1991), which revealed that the three most important factors which drive teachers out of teaching service were: inadequate or poor salary, lack of opportunity for promotion and low prestige in teaching. The difference may be attributed to differences in prevailing conditions.

In a follow-up item, the graduate teachers were asked to indicate which three reasons would cause them to leave the profession. The following were identified by the respondents:

- i. Poor or inadequate salary
- ii. Lack of incentives
- iii. Poor conditions of service

Out of the 152 respondents, 143 of the respondents representing 94.1% considered poor or inadequate salary as the most important factor that would cause them to leave the service. Another factor that was identified was lack of incentives. A total of 123 respondents considered lack of incentives as another factor that can cause them to leave the service. The third but not the least factor identified was poor conditions of services. A total of 116 indicated that poor conditions of service is one of the three main factors that causes teachers to leave the teaching service.

Incentives in the various schools

Another issue that the researcher was interested in was the level of incentives in the various schools. The following incentives run through most if not all of the responses:

- i. Breakfast
- ii. Lunch
- iii. Breakfast and Lunch
- iv. Accommodation

It was observed that breakfast and lunch ran through all the schools; that is almost all the schools provided teachers with meals. Free accommodation was also common with responses from schools that had accommodation for teachers on campus. In conclusion, it is evident that the incentives mentioned are enjoyed by only a few. Some of the teachers who are non-resident did not benefit from the accomodation. According to Adams's Equity theory as cited in Bassy (2002), employees strive for equity between themselves and other workers. The theory indicates that employees do not live in vacuum; they make comparisons of their job inputs and outcomes relative to others and any perceived inequalities can influence the degree of effort that employees put into their work.

According to the literature, Mathis and Jackson (1994) indicated that incentive plans should have cognizance of individual differences. They indicated that people are complex, and a variety of incentive systems may have to be developed to appeal to various organisational groups and individuals. To them not everybody will want the same type of incentive rewards. Cascio (1989) also indicated that when incentives purported to reward individuals do fit the situation, performance increased by an average of 30% because of strong motivation. He also indicated that incentives directed toward a group increases motivation by only 18%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarises the main findings of the study, conclusions drawn from the findings, recommendations for the retention of graduate teachers, and areas for further research.

Summary

The purpose of this study was to measure the level of retention of graduate teachers in the Ho municipality. In all, 152 graduate teachers were sampled for the study. Various findings emerged out of the study. The demographic data revealed that 77% of the respondents were males and 23% were females. The majority of the graduate teachers (62.4%) were below 40 years. Many of the graduate teachers (69.1%) were married.

Graduate teachers in the Ho municipality were noted to be satisfied with the relationship with their heads/supervisors, colleagues and the teaching environment whilst dissatisfied with their status/recognition, present salary level, opportunity for advancement, and conditions of service.

Another issue that came out of the study is that the majority of the graduate teachers perceived other jobs to be better than the teaching profession.

The study further indicated that out of 152 respondents, 143 had the intention of quitting from teaching, if an opportunity avail itself.

One other finding is that graduate teachers were not satisfied with the incentives they receive from their respective schools and the Ghana Education Service (GES). The study also revealed a great disparity in incentives in the various schools.

The study finally indicated that out of the 152 respondents only 3 did not indicate poor salary as the most important factor that will cause them to leave the teaching service. This means that poor salary, according to the study, is the main determinant of graduate teacher's attrition.

Conclusions

There is low job satisfaction among graduate teachers. The majority of the respondents were dissatisfied with their salary and other conditions of service under the Ghana Education Service as well as the kind of recognition they receive in society. If graduate teachers become satisfied with these motivational factors identified, their retention may improve remarkably.

Also, one can conclude that any salary increment is more likely to induce more fresh and young graduate teachers to stay in the teaching service. This may be supported by the high percentage of respondents that indicated that graduate teachers leave the teaching service because of low or inadequate salary. The high percentage of graduate teachers was as a result of the new placement system

which places a fresh professional graduate teacher on the rank of principal superintendent instead of the then rank of superintendent.

Finally, the more graduate teachers were dissatisfied, the more the likelihood that they may leave the teaching profession.

Recommendations

In the light of the above, the following recommendations were made:

- i. The Ghana Education Service (GES) should put in more efforts to improve upon the salaries and other conditions of service of graduate teachers. This means that graduate teachers should be paid well if an excellent and high standard of teacher performance and retention are to be guaranteed.
- ii. Graduate teachers should be accorded the needed respect by society. This can be achieved through the organisation of seminars for all stakeholders involved in education on the importance of the graduate teacher to every nation. Efforts should be made by both graduate teachers and Ghana Education Service to promote the image of the graduate teacher through adverts in the media and as well as punish people who assault graduate teachers.
- iii. The Municipal and District Assemblies should raise funds from both internal and external sources to enable them provide descent accommodation for teachers. Efforts should also be made by the Ministry of Education and Ghana Education Service in partnership with

the government to improve upon staff motivation by providing some facilities like motorcycles and cars at subsidised cost.

- iv. The results revealed that about 73% of the respondents were not satisfied or motivated with their future pension scheme. Ghana Education Service should therefore consider the future pension of graduate teachers and put in place some other packages that may enhance the end-of-service benefits of the graduate teacher.
- v. Promotions of graduate teachers should not be delayed and where it is unavoidable, all entitlements in arrears should be paid to the graduate teacher. In addition, all bottlenecks in promotion opportunities should be reduced to the barest minimum.
- vi. The Ministry of Education and Ghana Education Service should work to ensure parity of conditions of service between graduate teachers and those of other sectors in the economy.
- vii. Any improvement in education at the senior high level should seek the interest of graduate teachers and part of the GETFUND should be used to improve the lot of graduate teachers to ensure that graduate teachers remain to give their best.

Areas for further research

This study was conducted in the Ho Municipality in the Volta region which has its own peculiar socio-economic and cultural background. It might be useful carrying out a similar research in southern or northern Ghana or any other

district. The study was also confined to only graduate teachers' retention. It may also be useful, based on the findings of this study, to conduct a similar research to cover non-graduate teachers in the teaching service.

It is further recommended that in any similar research, effort should be made by the researcher to interact with respondents before administering the questionnaire for quick and better responses.

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APPENDIX
QUESTIONNAIRE

You are kindly requested to provide answers to the following questions. The objective of this questionnaire is to examine the factors affecting the retention and motivation of graduate teachers. This is an academic research and be assured that your responses would be held in strict confidence.

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

Section A: Demographic data

1. Sex: Male [] Female []

2. Age:
 - a. 20 – 24 years []
 - b. 25 – 29 years []
 - c. 30 – 34 years []
 - d. 35 – 39 years []
 - e. 40 – 44 years []
 - f. 45 and above []

3. Marital status: Married [] Unmarried [] Divorced []
Widowed []

4. Highest academic qualification: H N D [] First Degree []
Master's Degree []

5. Are you a professional graduate teacher? Yes [] No []

6. Present rank:

Superintendent []

Senior Superintendent []

Principal Superintendent []

Assistant Director []

Director []

7. How many years of teaching experience do you have?

Years of experience

1-5 []

6 – 10 []

11 – 15 []

16 – 20 []

21 and above []

Section B: General Information

In this part you are asked to describe your job and how satisfied or dissatisfied you are with some motivational factors as a way/means of maintaining you.

Factors that may affect the retention of graduate teachers

	To what extent are you motivated with the following factors for your retention	Very satisfied	Satisfied	Neither Satisfied / nor dissatisfied	Dissatisfied	Very Dissatis- fied
8.	Incentives (allowance gifts, free meals, etc)					
9.	Present salary					
10.	Opportunities for advancement					
11.	Relationship with heads/supervisors					
12.	Conditions of service other than salary					
13.	Prestige (status) as a graduate teacher in society					
14.	Future pension benefits					
15.	Teaching environment					

	(structures and material)					
16.	Relationship with colleagues Teachers					
17.	Your salary as compared with your colleagues in other sectors					

18. Do you perceive other jobs to be better than the teaching service?

Yes []

No []

19. If yes, have you ever thought of leaving the teaching service to any of these perceived better jobs?

Yes []

No []

20. If yes, specify the type of occupation.

a. Other governmental sectors []

b. Non-governmental organisation/private sector []

c. Run personal business []

Graduate teacher job satisfaction

	To what extent are you satisfied with the following motivation factors?	Very satisfied	Satisfied	Neither Satisfied / nor dissatisfied	Dissatisfied	Very Dissatisfied
21.	Status/recognition					
22.	Present salary					
23.	Achievements					
24.	Relationship with head					
25.	Relationship with supervisor					
26.	Relationship with colleagues					
27.	Relations with students					
28.	Teaching and learning materials					

Graduate teacher attrition

	To what extent do you agree to the following statements?	Strongly Agree	Agree	Neither Agree/ nor Disagree	Disagree	Strongly Disagree
29.	I am proud to be a graduate teacher.					
30.	Given other lucrative jobs, I will leave the teaching service.					
31.	Although graduate teachers' salary is low, more graduates are willing to join the service.					
32.	Lack of opportunities for promotion force many graduate teachers to leave					

	the teaching service.					
33.	Graduate teachers leave the teaching service because of low or inadequate salary.					

Ranking of reasons why graduate teachers leave teaching

The following may be some reasons why graduate teachers leave the teaching service. Rank them by putting '1' against the reason you think is the most important (dominant), '2' to the second important reason and so on.

	Reason	Rank
34.	Low prestige/status in society	
35.	Poor conditions of service	
36.	Lack of teaching and learning materials	
37.	Inadequate or poor salary	
38.	Lack of opportunities for promotion and professional advancement	
39.	Poor relationship with supervisors	
40.	Lack of incentives	
41.	Inability on the teacher's part to teach well	

42. State the three most important factors that will cause you to leave the teaching service.

.....
.....

43. What incentives do you receive from your school?

.....
.....

44. Indicate the system your school runs.

- a. Day system []
- b. Boarding system []
- c. Boarding and day system []

45. Suggest three measures that would enhance or lead to the retention of graduate teachers.

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