UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING JUNIOR HIGH SCHOOL TEACHERS' WORK

COMMITMENT AT EJISU IN THE ASHANTI REGION

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DECLARATION

STUDENT'S DECLARATION

I, NINA BOATENG SEKYERE, declare that this Project Report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ………………………………

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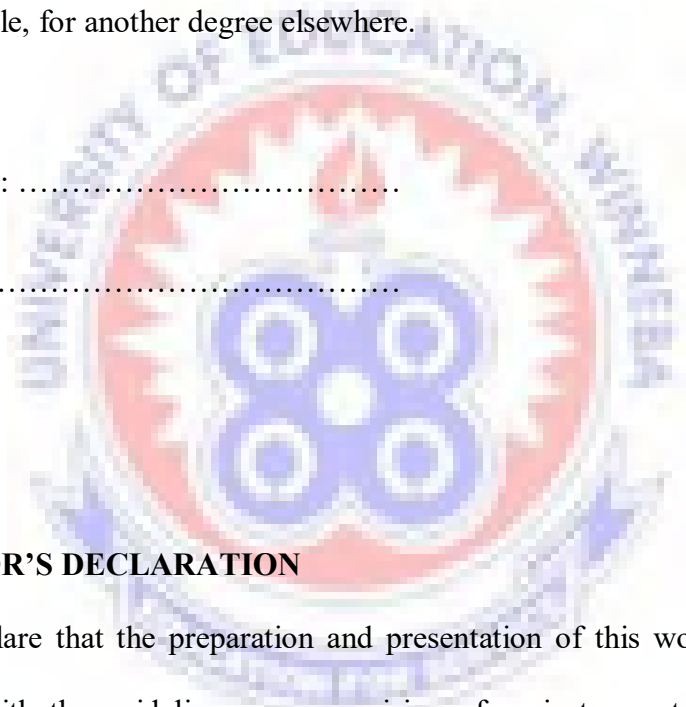
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

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DATE: …………………………………………..

ACKNOWLEDGEMENTS

DEDICATION

To Mr. Odeefuo Kwasi Berchie and my lovely husband, Obreampong Kwasi Boakye Berchie, and Yaa Acheamfour Debrah Berchie, my sweet children.

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ABSTRACT

This study investigated factors that affect teachers work commitment in junior high schools at Ejisu. The study employed a mixed method research approach involving questionnaire and interviews. The sample size for the study was 89 teachers at Ejisu, out of which 84 were randomly selected to respond to questionnaire, while five of them were interviewed. Out of the 84 teachers, 75 of them, representing a response rate of 89.3%, completed and returned the questionnaire. The study employed descriptive statistics to analyze the data collected indicating frequencies, percentages and means. Findings indicated that head teachers fairness in the school administration highly influenced teachers work commitment. It was concluded that teachers experienced moderate level of work commitment, again head teachers practice of undesired leadership style as perceived by the teachers lead to the moderate level of work commitment. Based on these findings and conclusions, it was recommended that heads should be fair in their school administration to improve teachers work commitment. In addition, head teachers should always ensure the presence of organizational justice in the workplace so as to improve the average level of teachers work commitment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in today's society is the most important pillar for reaching progress and development. It is education through which the society can be guided on the road for growth in different dimensions. The biggest share of the effort goes back to schools as the operational patterns of the educational system which are first in line when it comes to planning and the administration of curriculum for the attainment of goals. Therefore, schools more than ever need strong and committed manpower and the attainment of the educations goals more than anything else is at the mercy of teacher's efforts that can prepare teachers to fulfill such a goal. In other words, to have an effective teacher who will be able to teach and consequently to bring about an effective education, the fulfillment of some conditions is required. One of these conditions is the Organizational Commitment factor which encourages a teacher to utilize all his/her effort in arena of school and classroom. Therefore, to create an effective school, it is necessary to have an effective teacher. In order to have an effective teacher, we have to learn about the concept of organizational commitment and its role and importance in the teaching field and to make an effort to elevate its level among teachers (Tezcan, 2001).

In fact, the subject of organizational commitment is very important in education and it has a calculated application. In the educational system, committed, professional, thoughtful and analytical teachers and the ones in the role of being educational leaders, have more capabilities to cope with the obstacles in teaching at the classroom setting. An effective school teacher is a committed and professional person who is constantly updating

his/her knowledge to serve the students better. Thus teachers work commitment affect the quality of teaching.

Responsibilities and expectations placed on teachers by the society have tremendously increased. Their role not only encompasses classroom teaching, guidance and counseling but also acting as role models (Graham, 2006). Hbaish (2008), recommended that all teachers should be trained in guidance and counseling work and that they should be required to do it as one of their normal duties. Thus the teachers' roles here are officially expanded to include counseling duties. The teacher is expected to meet these obligations without complaining or asking for extra compensation. These observations are shared by Gupta and Gehlawat (2013) who posits that excessive non-teaching responsibilities, large classes, lack of job autonomy and insufficient administrative support contribute to low morale of teachers. Teachers perceive these factors as important in boosting their morale and commitment to work. Teaching is a challenging occupation whereby teachers strive hard in order to meet learning goals and this in relation to pay make teachers feel demotivated (Reyes & Pounder, 2003).

Day (2004) noted that many teachers face the constant frustration of knowing that they are giving their professional best efforts yet they do not receive adequate compensation. This cadre of teachers felt that their pay, working conditions administrative support, involvement in decision making among other factors were inadequate compared to their counterparts in other professions, thus, resulting to low work commitment.

Yousef (2010) observed that teachers perceived pay as an important determinant of their commitment to work and further noted that the image of teachers was greatly declined as a result of poor salary. Teachers perceive certain factors as important enhancers to their

work commitment. The most frequently reported reason for leaving the profession was low salary and working conditions (Nauman, 2003). Moreover, quality of teaching is not only governed by qualification and skill and knowledge of teachers but also by their perceptions towards these factors. Level of commitment of teachers to their duties is reported to be one of the most important aspects of performance and quality of any educational system (Day, 2004). He continues to argue that commitment is closely related to job satisfaction.

The above observations are shared by other writers who argue that teachers' low status in society make them lowly motivated (Newstorm & Davis, 2003; Ronit & Somech, 2004). Shaw & Reyes (2002) point out that commitment is responsible for teachers' efficiency and effectiveness in ensuring students performance. They continue to argue that teaching and learning are exciting if teachers are highly committed. Many factors in the job and work environment may either increase or decrease teachers' commitment. Therefore the way they perceive the impact of such factors may influence their commitment to their work. Therefore efforts should be made to ensure that their commitment is kept high in order for them to keep working at their best (Northcraft & Neale, 2000).

1.2. Statement of the Problem

Teachers' work commitment can be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, Aggarwal (2001) defines teachers' work commitment as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. Teachers are the most valuable assets of educational systems. School can be successful through

engagement of teachers in school improvement program. Regarding the concept of quality of education as indicated in various educational documents of UNESCO (2010). Education quality is a multidimensional concept, defined differently depending on a country's policy objectives and underlying development philosophies and programs. Quality is the core agenda of education, and what takes place in classrooms and other learning environments is fundamentally important to the future. As the major input of education quality, performance of teachers was widely recognized as a critical factor influencing education quality. Thus the development of performance teachers has be the most determining factor to guarantee education quality (UNESCO, 2010).

Accordingly, under the determined factors facing the education system Anderson (2001) states that to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education, which is mainly carried out by school principals, teachers and technical supportive, administrative personnel and etc. Therefore, recognition of major factors of teachers' job performance in teaching learning process are important step in finding timely solutions for developing and improving knowledge, skills and attitudes of teachers regarding teachers job performance.

Steers and Porter (2009) noted that despite that government is trying to improve the performance of teachers in the classroom and student achievement. It was a career-long process of improving knowledge, skills and attitudes centered and, particularly, classroom practices. But factors that affect the performance of teachers, such as, lack of sufficient information, adequate knowledge, skill and abilities of teaching learning processes. This study focused on the major areas appropriate to influence teachers' work commitment.

1.3. Purpose of the Study

The main purpose of this study was to investigate the factors that affect the teachers' work commitment in junior high schools at Ejisu in the Ashanti region.

1.4. Objectives of the Study

The objectives of the study were to:

1. Determine the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region

2. Identify average teachers' work commitment levels in junior high schools at Ejisu in the Ashanti region

3. Determine the ways of improving teachers' work commitment in junior high schools at Ejisu in the Ashanti region

1.5. Research Questions

The following research questions were addressed:

1. What are the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

2. What are the average levels of teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

3. What are the ways to improve teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

1.6. Significance of the Study

The significance of this study sprung from the importance of enhancing teachers' level of school commitment and the strong intention to develop and improve the students' outcome. Based on the theoretical framework, and the results of the present study, the Ministry of Education, directorates of education, administrators, school principals will benefit from the useful suggestions to ameliorate the teachers' conditions which lead to enhancement of teachers' level of commitment, hence the enhancement of educational level including the students' achievement. In elementary schools, teachers' commitment is directly linked to student success Hatton, (1997); and Armon (1995) stated that faculty commitment was considered as one of the most important factors in the success of higher education.

1.7 .Delimitation of the Study

The study was delimited to:

1. The study has been restricted to at Ejisu in the Ashanti region only.
2. The study was restricted to public junior high schools teachers only.
3. The study was delimited to head teachers fairness, working conditions and remuneration as factors influencing teachers work commitment

1.8. Organization of the Study

The study was organized into six chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, objectives of the study, research questions, research hypotheses, significance of the study, scope of the study and organization of the study. Chapter two covered review of available literature relevant to

the study, while chapter three focused on the research design, population, sample and sampling techniques, instrument for data collection, procedure for data collection and the procedure used in data analysis. Chapter four deals with the results and findings of the study, chapter five deals with the discussion of findings and chapter six deals with summary of findings, conclusions and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITRETURE
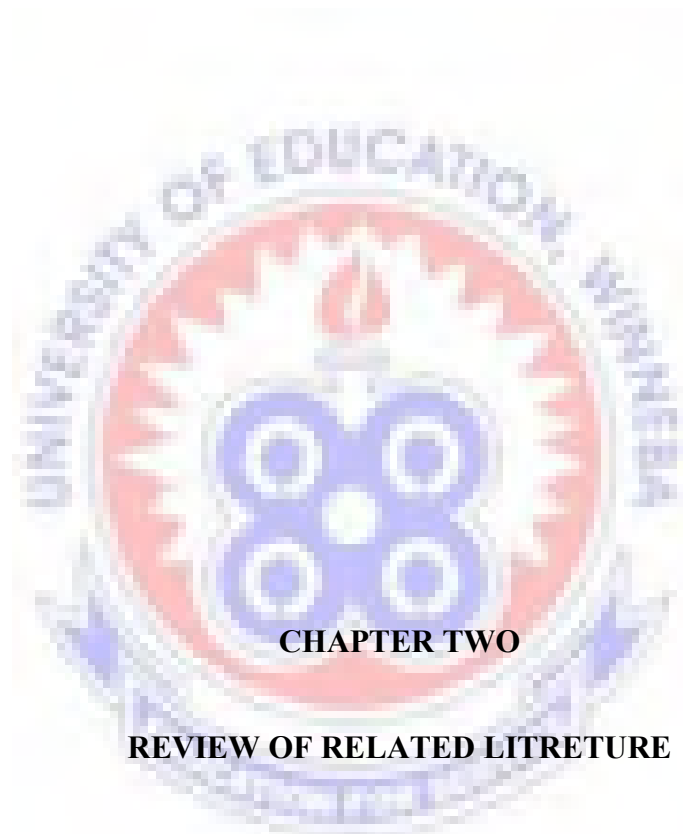
2.0 Introduction

This chapter was geared towards the review of related literature on these studies. The review was done under the following sub-headings.

1. Teachers' Commitment

2. Work Commitment in Teachers

3. Challenges for Teacher Commitment

4. Factors Affecting Teachers' Commitment

5. Leadership Styles and teacher Commitment

6. Organizational justice and teacher Commitment

7. Remuneration and Teacher Commitment

8. Working conditions and Teachers Commitment

2.1 Teachers' Commitment

Commitment is defined as a high level of attachment to an organization (Creswell, 2006). Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Commitment is ones attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller & Lee 2001). Pareek (2004) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. Commitment is regarded as the opinion that teacher commitment is one of the major professional characteristics that influence an educator's success (Creswell 2006).

A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are: Affective commitment, Continuance commitment, and Normative commitment.

Affective commitment: refers to teachers emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicated that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability.

Affective professional commitment in education refers to teachers" emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to: Motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, compliance to teach altruistically and contribute to the success of the teaching profession, and keenness to make special sacrifice do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

In short teacher affective commitments the teachers' positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it. This teacher commits to the school because he/she "wants to".

Continuance Commitment: refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2000).

Continuance commitment in education refers to commitment based on the benefits and costs that is related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believe that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari, 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

In short, teacher continuance commitment is where the teacher commits to the school because he/she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to".

Normative Commitment: reflects a feeling of obligation to continue employment. Teachers with a high degree or level of normative commitment feel that they ought to remain with the organization (Meyer and Allen (1997). Internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990). Normative professional commitment in education refers to the feelings of

moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007).

It is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari, 2007). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of teacher's commitment to school. This includes the interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment (Celep, 2000).

In short, in short, teacher normative commitments the situation where teacher's perceived obligation to remain the school or stay because of the feelings of obligation. The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources. For example, the school may have invested resources in training a teacher who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to" (Shore & Wayne, 2003).

2.3. Work Commitment in Teachers

The quality of teaching depends a great deal on the level of teachers involvement in relation to the professional exerted, to the organization. One is part of and the professional satisfaction that one feels. One the one side, the relation the nature of the

teaching activity and the work carried on in the professional community, the relations with peers, superiors, students' parent's leads to professional achievement and indirectly, it reflects into the achievements of one's students.

Teacher's reaction during teaching activity represents a complex pattern, including specific attitudes and behaviour. A multitude a individual characteristics may affect their work reaction, aspirations, reasons, needs, perceptions, personality, ability to learn, creativity, as well as organizational characteristics, including working conditions, benefits, colleagues, leading style, company's policy, promotion opportunities etc. These factors are inter-related and influence employees in what concern attitudes and behaviour. The commitment of the teacher can be identified in the six different forms. These six categories represent different ways that teachers perceive, understand and conceptualize the phenomenon of commitment of the teachers. The six identified categories are: (Greenberg & Colquitt, 2005).

1. Teacher commitment as a 'passion'. This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching

2. Teacher commitment as an investment of time outside of contact hours with students. This conception identified teacher commitment as an investment of extra time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or invisible time invested off the school site.(Arif 2002)

3. Teacher committed as a focus on the individual needs of the student. This conception considers teacher commitment to be sharp focus on the needs of the student. Student needs are discussed as either emotional and/or academic.

4. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs. This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.(Tedesco,1997)

5. Teacher commitment as 'maintaining professional knowledge'. This conception views teacher commitment as the maintenance of professional knowledge and on-going professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.(Balci,2003).

6. Teacher commitment as engagement with the school community. This conception considers teacher commitment to be the willingness to engage with the school and the school's community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

2.4. Challenges for Teacher Commitment

Teacher commitment may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands, and national

education policies (Day, 2004). International Conference on Education (1996) suggests that reform policies in many countries in recent years have led to deterioration in the working conditions of teachers, in turn producing demoralization, abandonment of the profession, absenteeism, and a negative impact on the quality of education offered to students (Tedesco,1997). The following are some of the hazards to teacher commitment in education:

1. Lack of self-motivation

2. Monotonous way of teaching

3. Too much importance given to completion of portions

4. Lack of encouragement from higher officials/ management

5. Lack of increments and incentives

2.5. Factors Affecting Teachers' Commitment

There are many factors that affect teachers' commitment; but this study discussed the following: leadership styles and teacher commitment, organizational justice and teacher commitment, remuneration and teacher commitment and working conditions.

2.5.1. Leadership Styles and teacher Commitment

Various researches have shown that the type of leadership style/behavior determines the behavior of subordinates or workers in an organization. For example, the study by Greenberg and Baron (2008) showed that teachers' commitment is strongly influenced by perceived leadership support. Leadership, communication, decision-making, staffing methods and compensation have all been found to correlate with institutional commitment. The type of styles leaders use can have an impact on teachers' commitment;

for example positive head - teacher relationships have been found to be associated with increased teacher commitment (Balci, 2003). The contemporary leadership theories advocate the use of either one of the leadership style as the situation dictates. However, the indiscriminate use of only one type of leadership style in all situations may lead to chaos in the management of the schools and failure to achieve institutional goals due to low level of teachers' morale (Balci, 2003). Further, Gullatt and Bennett (2005) found that teachers who perceived a friendly and supportive relationship with their co-workers and heads had a strong, positive commitment to their respective organizations. Teachers who believe their heads are considerate leaders will be more committed to their organizations than those who do not perceive their heads. Balci (2003) also emphasized that a higher level of work commitment has a direct positive relationship with job satisfaction.

Sumra (2004) examined how participatory management and supervisory feedback influenced teachers levels of affective, continuance, and normative commitment. They found that when heads provided feedback about performance and allowed teachers to participate in decision-making, teachers' levels of affective commitment was stronger than both continuance and normative. That is, teachers indicated staying with the organization was more related to wanting to, rather than needing to or feeling they ought to.

In another study, Cole (2004) examined whether teachers' commitment relate to teachers job satisfaction. Cole (2004) discovered that teachers' commitment highly contributed significantly to their job satisfaction. According to Yousef (2000), those teachers who perceive their heads as adopting consultative or participative leadership behavior are more committed to their work and the school. Babyegeya (2007) suggested that a head teachers who provides more accurate and timely types of communication

enhances the work environment and thereby is likely to increase teachers' commitment to the school.

2.5.2. Organizational justice and teacher Commitment

Colquitt three-factor model is divided into three dimensions: distributive justice, procedural justice and interpersonal justice. Colquitt (2001) suggest that an individual is likely to make evaluation of fairness of any social exchange using a complex and interrelated set of criteria. Judgments may be based on one or more perceptions of fairness regarding the outcomes of that exchange (distributive justice), the organizational procedures used to make that decision (procedural justice) the organizational actors they interacted with during the decision making process (interpersonal justice).

A review of organizational justice research found that justice perceptions are related to organizational outcomes such as job satisfaction and organizational commitment (Colquitt, 2001). However, previous research has not tested adequately relationships between fairness perceptions and employee commitment. (Greenberg & Colquitt, 2005). According to Greenberg (2000), organizational commitment involves three factors: a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization. When this occurs and a procedure is viewed as "unfair," employees have been shown to display lower levels of organizational commitment (Beugre, 2008).

Camerman, Cropanzano and Vandenberghe (2007) have shown that procedural justice is significantly and positively related with organizational commitment. Arif (2002)

found that distributive justice measures accounted for more variance in both satisfaction and commitment than did procedural justice. A study by Greenberg and Cropanzano (2007) also indicated that procedural justice was a strong predictor of employees' commitment and withdrawal behaviors, while distributive justice was not.

In organizational sciences, justice is referred to a subjective perception of fairness (Colquitt, 2001). In psychology, the study of fairness started with Adam's equity theory (Folger & Crompanzano, 2008). Adam's equity theory concentrated on the fair distribution of outcomes defined by comparing the input/output ratio (Colquitt, 2001). Distributive justice is concerned with the fairness of outcome distribution (Folger & Crompanzano, 2008). After the distributive perspective, research focused on procedural justice, since findings discovered that the fair distribution is not always the most important (Folger Crompanzano, 2008). Procedural justice is the fairness of procedures used, when allocation or distribution takes place (Folger & Crompanzano, 2008).

Organizational justice literature has been further extended, suggesting focusing on interactional aspect of justice perception. Interactional justice is referred to both interpersonal justice, which reflects to the way the outcomes are communicated, which gives explanation of why the outcomes are distributed in a certain way (Colquitt, 2001). Distributive, procedural, interpersonal and informational justices are the facets of organizational justice and each contribute uniquely to the subjective perception of fairness (Colquitt, 2001).

In the research of Colquitt (2001), dimensions of justice have been tested in relation to organizational outcomes. In relation to work commitment, both distributive and procedural justice dimensions showed high correlation, interpersonal justice noted weak

correlation. Since procedural justice represents resource allocation processes, it has been related most strongly to organizational commitment (Folger & Crompanzano, 2008). Distributive justice has been related mainly to particular affective, cognitive and behavioural outcomes.

It is known that context influences the importance of various justice dimensions (Folger & Crompanzano, 2008). For example, it has been predicted that procedural justice is more important than distributive justice in cases, where people get into difficult situations in context, like lay-offs (Folger & Crompanzano, 2008).

Therefore, based on the presented literature, procedural justice is chosen for examination because it has possibly the most favourable impact on affective commitment out of the justice dimensions. Furthermore, the interpersonal justice dimension is chosen for examination in relation to affective commitment, in order to find out more about the possible impact of other justice dimensions in the hotel industry context.

2.5.3. Remuneration and Teacher Commitment

Okumbe (1998) argues that employees would want pay systems and promotion policies that are just, unambiguous and in line with their expectations. Job satisfaction is enhanced when workers see their pay as being fair based on job demands, individual skill level and the overall national standards. Reward and recognition are the two along with other factors which can have an effect on job satisfaction and motivation of teachers. Furnham (2005) findings implied that teachers' salary is an important factor that contributes to teachers' job satisfaction. Furnham (2005) suggests that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers

in the teaching profession. Furnham (2005) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers.

When a teacher gets monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for the recipient (Collin, 2001).

Changes in reward and recognition can bring a definite change in work motivation and satisfaction (Chambers, 2009). They confirmed the strong positive effects of monetary rewards and recognition of job satisfaction. Same applied with the findings of Bolin (2007) who stated that motivation and job performance of teachers can be increased considerably if more attention is given on teacher rewards and their recognition(satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results).

Faragher and Copper (2005) say more research has found out that money, the oldest reliable motivational tool, is not as mighty as it is supposed to be particularly for production workers. Bennell (2004), observe that if the employee feels equitably treated as he receives outcomes from his work, then he will be satisfied. Such people are more likely to remain with the company while the dissatisfied people are more likely to quit. According to Okumbe (1998), job satisfaction is enhanced when workers perceive equitable pay compared to their output.

According to a study by Bergh and Theron (2003) on the effects of rewards on job satisfaction among teachers, most teachers do not recognize the salary as a caring employer that provides for their needs in terms of security and sometimes their requirements for

special financial help. In his research findings, Okumbe (2001) observed that money is the main reason for working in many cases in developing counties, although there are many other factors that people take into account when deciding to take or remain in a job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs. Okumbe (2001) revealed that a majority of the teachers indicates that inadequate pay is one of the reasons that would make them resign.

The poor pay is among the many problems faced by primary school teachers that have been seen by many, mostly young energetic and better trained teachers opting for better paying jobs elsewhere, making the best of their effort not to be utilised in the educational sector (Okumbe (2001). Fraser and Sorenson (2002) noted that wastage as experienced in most developing countries result from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to a more lucrative and satisfying job.

2.5.4 Working conditions and Teachers Commitment

Working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Dressler and Carns (2003) suggested that the status working conditions of teaching had to be improved in ways compared to other college graduates. For example, most primary and secondary schools teachers have limited access to an office, computer, telephone, or security. Compensation is also not comparable to job requiring similar levels of education and activity and the work

load is large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifice.

An employee's overall satisfaction in his job is the result of a combination of factors. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Duke, 2000). Okumbe (2001) says that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction, (Amos &Ristaw, 2008). The employees' morale will be high in tasks they are assigned to do.

According to Mertler (2002), a work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise. These three distinct concepts are inseparably linked; workspace environment greatly influence employee satisfaction, which in turn directly affects employee turnover rates. According to Anderson (2001), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key developing a high performance workforce.

Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being (Armstrong, 2006). Armstrong (2006) goes further to advocate that working conditions will influence job satisfaction as

employees are concerned with comfortable physical working environments which influence job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

Aswathappa (2005) commented on how lack of basic amenities such as desks, chairs, tables, benches, made the teaching more difficult if there are not enough desks and benches, chairs and tables the teacher is suffering and the teaching process is not good. Nzuve (2009) found out that teachers work commitment depended on the work condition such as workload. Nzuve (2009) emphasized that working condition can be regarded from different perspectives. In general, it can be defined as the physical and psychosocial aspects of the workplace. Working life is important for all individuals; it contributes to a person's wellbeing, helps people to have social relations, develop skills, and earns their living. Working life may also have negative effects on individuals; physical and psychosocial aspects of work may have some hazards for individuals (Haggqvist, 2004).

Education is accepted as the most crucial element of development. Schools as social organizations have significant effects on teachers. For this study, working conditions of teachers are defined as the physical and psychosocial aspects of schools. Some examples of the physical conditions are resources of school, number of students per class, and noise level at school. Some of the psychosocial conditions are relations with pupils, parents, colleagues and school principals, constant changes, time pressure, workload, and role conflict (Dunham &Varma, 2008; Holloway, 2002). Both physical and psychosocial aspects of the work place have great importance on teachers' well-being which has effects on students' well-being (Dollard, Winefield &Winefield, 2003).

Teachers' perception of their working conditions includes teachers' evaluations and observations of their physical and psychosocial working conditions, it is dependent upon the individual teacher and individual school. Working condition elements in a school perceived by a teacher may not be the same as the ones perceived by another teacher in a school. That is why factors of working condition are accepted as context and person specific (Dollard, et al., 2003).

There have been changes in working conditions of people, because of the socioeconomic, technological, and educational changes in recent years. Working conditions of schools also have been influenced by those changes. In the past, teachers were only responsible for transmitting knowledge and information to students, but today, teachers` role has changed as a result of advanced technology, globalization, and educational changes. Now, a teacher's role is described as being a mentor and a coach, helping students to develop his or her motivation, and search for knowledge (Kyriacou, 2001).

Teachers have to consider the technological, organizational, and pedagogical changes, and also the changes in students` relationship to information and knowledge; they have to take into account both the academic development of students, and their social and psychological well-being (Greenglass & Burke, 2003).

Good working conditions such as good relationships and a suitable workload at schools have positive influences both on schools and teachers. Some of these positive influences are reducing teachers' stress, turnover, absence, sickness, and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms, and increasing student achievement (Bryk & Schneider, 2002; Tye & O'Brien, 2002). On the

other hand, bad working conditions such as work overload, crowded classrooms, low salary and status, students' behaviour and motivation problems, poor physical conditions, lack of necessary resources, low support from administrators, colleagues, and parents have negative impacts on teachers work commitment. Good psychosocial working environment improves teachers work commitment that in turn influence students' learning and satisfaction in school (Kyriacou, 2001).

2.6 Summary

In this chapter, the relevant literature was reviewed to study on the factors influencing teachers work commitment. Regarding the teachers work commitment as a major component of the subject to be investigated, the following topics have been reviewed: (1) leadership styles and teacher commitment; (2) organizational justice and teachers commitment; (3) remuneration and teachers commitment; (4) working condition and teachers commitment.
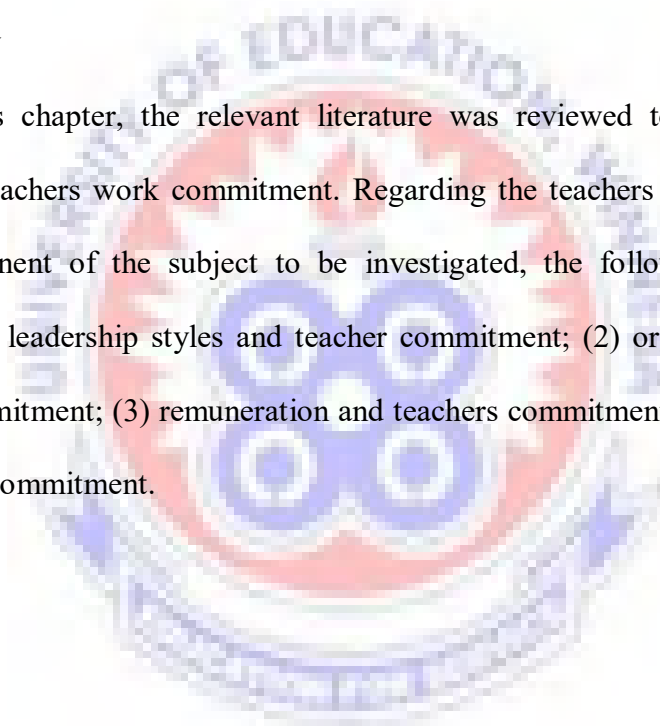
CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, study area, population of the study, sample and sampling techniques, research instruments, validity and reliability of instruments administration of instrument, and data analysis procedure.

3.2. Research Design

This study used descriptive cross-sectional survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors influencing teacher work commitment in public junior high schools in Ejisu Township. According to Kothari, (2005), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which was the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allows investigation of how different factors affect teachers commitment in the area of study.

The study also followed cross-sectional design. A cross – sectional design was chosen because the data was collected on a 'snap- shot basis and also aimed to investigate the factors influencing teachers work commitment.

3.3. Research Approach

The research used mixed method approach since it associates with both quantitative and qualitative approach in the process of data collection, analysis and presentation (Bryman, (2004). Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study. The purpose of this form of research was that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than either research approach alone. Another reason the researcher employed the mixed research approach was that when different approaches are used to focus on the same phenomenon and they provide the same result, you have "corroboration" which means you have superior evidence for the result. Other important reasons for doing mixed research are to complement one set of results with another, to expand a set of results, or to discover something that would have been missed if only a quantitative or a qualitative approach had been used(Cooper & Schindler, (2003).

The researcher based knowledge claims on mixed method (example, consequence oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (example, on instruments) as well as text information (example, on interviews) so that the final database represents both quantitative and qualitative information.

3.4. Population of the Study

According to Krishnaswani (2003), population of research study is any group of individuals that has characteristics in common that are of interest to the researcher. On the

other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. The target population for this study comprised of all junior high school teachers in the study area. The total population of teachers was 89. Table 3.1 below illustrates the distribution of study population.

Table 3.1: Distribution of Teachers to their Schools

Schools	Number of Teachers
SDA JHS	13
Roman Catholic JHS	14
Presby JHS	12
Secondary JHS	12
English/Arabic JHS	13
D/A 'A' JHS	12
D/A 'B' JHS	13
Total	89

3.5. Sample and Sampling Procedure

A census sampling technique was employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Kumar (2011), there are advantages to using a census or sample to study a population. They include: providing a true measure of the population (no sampling error), benchmark data

may be obtained for future studies and detailed information about small sub-groups within the population is more likely to be available

A sample size of 84teachers was used to collect quantitative data, whiles five were used to collect qualitative data (interview). To Kothari (2008),the key advantage of a census is that (assuming perfect compliance) the results are known with certainty

3.5. Research Instrument

Research methods may be understood as all those methods that are used by the researcher in conduction of research (Kothari, 2004). Research instruments were questionnaires and interview

3.5.1 Questionnaire

The study used self-administered questionnaires which were administered to public junior high school teachers. Questionnaires are advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The questions were both close-ended and in order to increase validity of the responses. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Moser and Kalton, 2009). The questionnaire was a 5-point likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) in which higher score indicate more perceived perception on their professional development in the specific area. The questionnaire consisted of 24 items. Items 1 to 13 measured factors that affect teachers' work commitment. Within this, items 1 to 6 measured head fairness,

items 7 to 10 measured working conditions and items 11 to 13 also measured remuneration. Moreover, item 14 to 19 measured teacher commitment, while items 20 to 24 measured ways to improve teachers' work commitment. In this current study, internal consistency of 0.75 was achieved.

3.5.2. Interview Guide

An interview is a flexible measurement device in which an individual can offer a fairly free response. It contains open ended questions based on the objective of the study. The interviewer can pursue responses with the individual and ask for elaboration of responses if it appears ambiguous (Kothari, 2008). The interview guides was developed by the researcher and employed as a follow-up to the questionnaire.

According to Kumar (2011), there are different forms of interviews. There is the semi-structured interview, which varies widely in length from a few minutes to many hours and takes place on one occasion or across many occasions; the unstructured conversational interview, common as an element of participant observation. For the purpose of this study semi – structured interview was used, because it is type of interview that provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data.

Therefore, semi-structured interview was prepared for the five teachers to get information on the factors influencing teachers work commitment. The interviewees were free from any frustration and they gave real information. Five questions were designed by the researcher based on the objectives of the study and the research questions.The questions were pose to the interviewees. Each interviewee had the chance to answer each question freely. During the interview the researcher recorded their responses with Tape Recorder

for future analysis. The interview sessions with the head masters lasted from thirty to forty minutes.

3.6. Pilot Study

To ensure reliability and validity of the questionnaires and interview questions, a pilot study was carried out at four Junior High School at Kubease Circuit that was not part of the study area with on the twenty (20) teachers. The reason for piloting the instruments was to determine whether the instruments were understandable and appropriate to the needs of the study in order to make some adjustments or retain them as they were (Orodho, 2000). During the pilot study the researcher did all the duties which were expected to do in the main study. After collecting the data, the researcher analyzed the data to determine which items needed to be discarded and which ones to be retained and/or improved. The only changes done after piloting were the reformulation of some statements in the students' questionnaire which were not clearly understood.

3.7. Validity and Reliability of the Instrument

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represents that concept (Patton, 2001). Vogt (2007) notes that a technique is valid if it measures what it is intended to measure. Seltiz (2009) confirms that it is the degree to which the instrument measures what it supposed to be measuring. The researcher sought experts opinion from the teachers of English as to the relevance of the content used in the questionnaire and interview schedules. They examined them individually and provided feedback to the researcher. Their recommendation was incorporated in the final questionnaire and interview guides.

The pilot study was used to estimate the reliability of research instruments. Punch (2009) observes that it concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. It is the degree to which an instrument measures the same way under the same conditions with the same subjects. According to Mugenda and Mugenda (2003), it is the extent to which a research instrument such as a test, gives the same results on different occasions. Crombach Alpha was adopted and the internal consistency estimate of 0.88 was obtained for the instrument.

3.8. Data Collection Procedure

The researcher collected an introductory letter from the Head of Department to seek permission from heads of the schools involved in the study. The consent of the respondents was also sought. The aim was to establish a close relationship with them and also inform them about the intention of the study, agree on the reasons given for the collection of data, the dates and the time when they would be contacted. According to Creswell (2008) it is unethical to enter into an organization or social groups to collect data without permission from the "gate-keepers" of the organization. Structured questionnaires containing close ended questions were administered to respondents. This was done during school days. The researcher visited the selected junior high schools and interacted with the administrator and administered the questionnaires to respondents. The researcher collected the questionnaire after she is informed on the completed of the questionnaire.

In addition, the researcher used the interview guide to measure the opinion of 10 teachers on the factors influencing the teachers work commitment. It was a face – to – face

interview. This was useful for gathering in-depth information on the subject under investigation.

3.9. Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package for Social Sciences (SPSS version 20). The statistical analysis such as frequencies, percentages and mean were used to answer the research question. Thematic Analysis was used to analyze and interpret the interviews.

3.10. Ethical Considerations

As this study utilized human participants and investigations certain issues were addressed. The consideration of these issues is necessary for the purpose of ensuring the privacy as well as the security of the participants. These issues were identified in advance so as to prevent future problems that could have risen during the research process. Among the significant issues that were considered included consent, confidentiality and data protection. Permission from the authorities or individuals of the schools who were involved in the study was sought with an introductory letter. Creswell (2008) stated that, it is unethical to enter into an organization or social groups to collect data without permission from the "gate-keepers" of the organization.

According to Bryman (2004), the researcher has to ensure confidentiality of data and sources. Also, they argue that names of the participants and the places they live or work must not be revealed. In this study, the identity and confidentiality of participants and data collected were preserved. The study does not bear participants' names or their places

of residence. Moreover, the survey instrument did not require anybody to provide information that would make anyone reading the report to identify the data sources. In the conduct of the research, the questionnaire was drafted in a very clear and concise manner to prevent conflicts among respondents. People who participated in the research were given ample time to respond to the questions posed on them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the strictest confidence, so that they would be more open. This was done with the hope that this would promote trust between the researcher and the respondents.
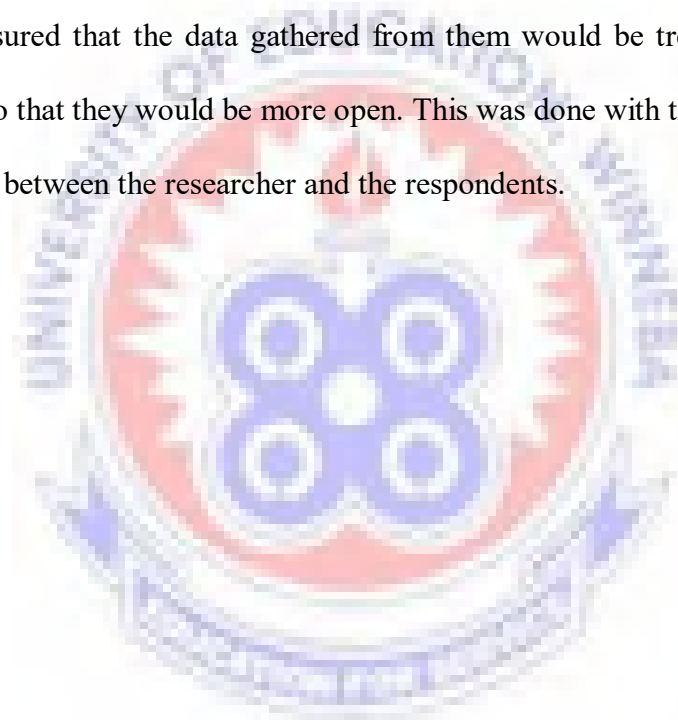
CHAPTER FOUR

RESULTS AND FINDINGS

4.1 Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study research questions.

4.2. Response Rate

The researcher administered 84 questionnaire that represented 100% to the teachers, but 75 questionnaires were returned. This also represented 89.3%. This implied that the analysis was based on 75 teachers that represented 100% in the study.

4.3. Section A – Demographic Characteristics of Teachers

Table 4.1 below shows the age group of the teachers. The dominant age group of them ranged between 41 – 50 years representing 35 (46.7%), followed by age group less than 31 years representing 19(25.3%) whereas less that 51 group made up the smallest group, representing 9(12%) of the teachers.

Table 4.1: Age Distribution of Teachers

Age Group	Frequency	Percentage
Less than 31	19	25.3
31 – 40	12	16.0

41 – 50	35	46.7
51+	9	12.0
Total	75	100.0

N=48, Source: Field survey, (2018)

The sex distribution of the teachers indicated differences with 47 male teachers representing 62.7% and 28 female teachers representing 37.3%. Table 4.2 below illustrate this relationship

Table 4.2: Sex Distribution of Teachers

Sex	Frequency	Percentage
Male	47	62.7
Female	28	37.3
Total	75	100.0

N=48, Source: Field survey, (2018)

In terms of the respondents' education status, Table 4.3 below indicates that 31 teachers representing 41.3% were holding diploma certificate. 29(38.7%) were first degree holders, whiles 15 of them representing 20% were second degree holders.

Table 4.3: Educational Status Distribution of Teachers

Educational Level	Frequency	Percentage
Diploma	31	41.3
First Degree	29	38.7

Second Degree	15	20.0
Total	75	100.0

N=48, Source: Field survey, (2018)

With regard to teachers working experience, Table 4.4 below indicates that 11 of the teachers representing 14.7% reported that they had worked between 1 to 5, 10(13.3%) indicated that they had worked for the years between 6 to 10 years, 20(26.7%) also reported that they had worked between 11 to 15 years, whiles 34 of them representing 45.3% indicated that they had worked for 16 years and above.

Table 4.4: Teachers Work Experience

Age	Frequency	Percentage
1 – 5 yrs.	11	14.7
6 – 10yrs	10	13.3
11 – 15yrs	20	26.7
16+	34	45.3
Total	75	100.0

N=48, Source: Field survey, (2018)

4.4. Section B – Analysis of Research Questions

Research Question One – What are the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

This research question was designed to determine the factors affecting teacher work commitment. Atkinson (2000) identified lot of factors affecting teacher work commitment, but this study focused on the following three:

1. Head Teacher Fairness

2. Working Conditions

3. Remuneration

Head Teacher Fairness

This section of the research question was meant to identify the head teacher fairness affecting teacher work commitment. The teachers were given questionnaire and their responses were recorded in Table 4.5 below:
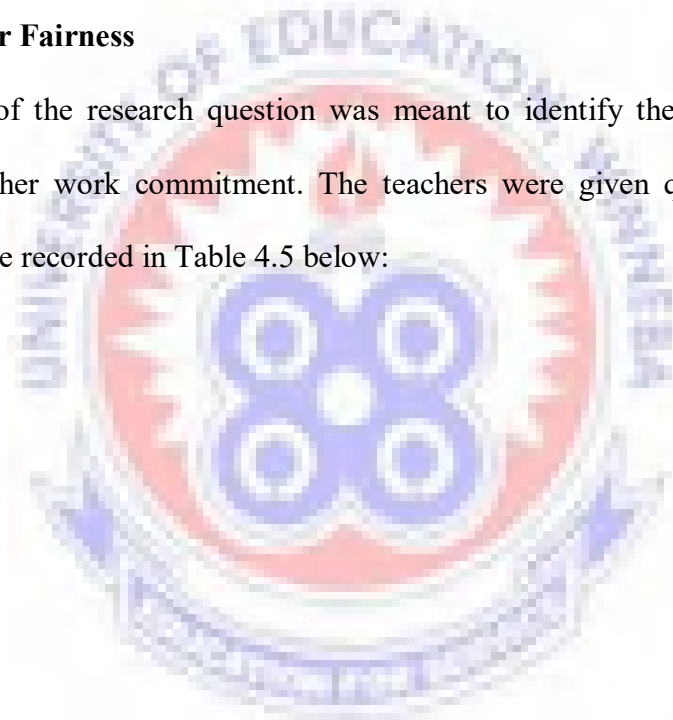
Table 4.5: Head Teacher Fairness affecting teachers' work commitment

Statements	Strongly Disagree (%)	Disagree (%)	Not Sure (%)	Agree (%)	Strongly Agree (%)	Mean
When decisions are made about my job, the head is sensitive to my personal needs.	11(14.7)	7(9.3)	9(12)	24(32)	24(32)	3.57

Statement						Mean
My head explains very clearly any decisions made about my job.	8(10.7)	11(14.7)	4(5.3)	31(41.3)	21(28)	3.61
My head makes sure that my concerns before work decisions are	7(9.3)	14(18.7)	11(14.7)	27(36.0)	16(21.3)	3.41
My head clarifies decisions and provides additional information when requested by	6(8.0)	4(5.3)	14(18.7)	14(18.7)	37(49.3)	3.96
I consider my work load to be quite fair	3(4.0)	12(16.0)	6(8.0)	12(16.0)	42(56.0)	4.04
I feel that my job responsibilities are quite fair	2(2.7)	4(5.3)	4(5.3)	20(26.7)	45(60.0)	4.36
Grand Mean	7(9.3)	8(10.7)	8(10.7)	2(28.0)	31(41.3)	3.83

Table 4.5 above shows the teachers' views on the head teacher fairness affecting teachers work commitment. The teachers were asked when decisions are made about my job, the head is sensitive to their personal needs. With this statement, 11 of the teachers representing 14.7% strongly disagreed, 7(9.3%) disagreed, 9(12%) were not sure, 24(32%) agreed while 24(32%) strongly agreed. The mean score of 3.57 implies that averagely the teachers agreed with that statement.

The researcher wanted to find out from the teacher if their head explains very clearly any decisions made about my job and 8 of the teachers representing 10.7% strongly disagreed, 11(14.7%) disagreed, 4(5.3%) were not sure, 31(41.3%) agreed whiles 21(28%) strongly agreed. The mean score of 3.61 fell in the category of agreed. This implies that averagely, the teachers agreed with that statement.

Moreover, the researcher wanted to find out from the teachers to make sure that my concerns before work decisions are made and 7 of the teachers representing 9.3% strongly disagreed, 14(18.7%) disagreed, 11(14.7%) were not sure, 27(36%) agreed whiles 16(21.3%) strongly agreed. The mean score of 3.41 fell in the category of agreed. This implies that averagely, the teachers agreed with that statement.

The researcher wanted to find out from the teacher if their head clarifies decisions and provides additional information when requested by teachers and 6 of the teachers representing 8% strongly disagreed, 4(5.3%) disagreed, 14(18.7%) were not sure, 14(18.7%) agreed whiles 37(49.3%) strongly agreed. The mean score of 3.96 fell in the category of agreed. This implies that averagely, the teachers agreed with that statement.

Moreover, the researcher wanted to find out from the teachers if they consider my work load to be quite fair and 3 of the teachers representing 4.0% strongly disagreed, 12(16%) disagreed, 6(8%) were not sure, 12(16%) agreed whiles 42(56%) strongly agreed. The mean score of 4.01 fell in the category of agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, the researcher wanted to find out from the teachers if they feel that my job responsibilities are quite fair

Affect their work commitment and 2 of the teachers representing 2.7% strongly disagreed, 4(5.3%) disagreed, 4(5.3%) were not sure, 20(26.7%) agreed whiles 45(60%) strongly agreed. The mean score of 4.36 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Working Conditions

This section of the research question was meant to determine the extent to which teachers working conditions influence teachers work commitment. The teachers were given questionnaire and their responses were recorded in Table 4.6 below:

Table 4.6: Working Conditions affecting teachers' work commitment

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean
The adequate teaching resources of school influence my work commitment.	13(17.3)	16(21.3)	8(10.7)	24(32)	14(18.7)	3.13
The noise level at school is quiet disturbing influence	14(18.7)	11(14.7)	9(12.0)	23(30.7)	18(24.0)	3.24
The effective relationship between teachers and head teacher influence my	10(13.3)	17(22.7)	6(8.0)	30(40.0)	12(16.0)	3.23
I mostly experience stress due to my heavy work load influence my work commitment	7(9.3)	9(12)	2(2.7)	15(20)	42(56.0)	4.01
Grand Mean	11(14.7)	13(17.3)	6(8.0)	23(17.3)	22(29.7)	3.40

Table 4.6 above shows the teachers' views on the extent to which teachers working conditions influence teachers work commitment. The teachers were asked if the adequate teaching resources of school influence my work commitment. With this statement, 13 of the teachers representing 17.3% strongly disagreed, 16(21.3%) disagreed, 8(10.7%) were not sure, 24(32%) agreed while 14(18.7%) strongly agreed. The mean score of 3.13 implies that averagely the teachers agreed with that statement.

The researcher wanted to find out from the teacher if the noise level at school is quiet disturbing influence my work commitment. With this statement, 14 of the teachers representing 18.7% strongly disagreed, 11(14.7%) disagreed, 9(12%) were not sure, 23(30.7%) agreed while 18(24.0%) strongly agreed. The mean score of 3.24 implies that averagely the teachers agreed with that statement.

Again, the researcher wanted to find out from the teachers if the effective relationship between teachers and head teacher influence work commitment and 10 of the teachers representing 13.3% strongly disagreed, 17(22.7%) disagreed, 6(8.0%) were not sure, 30(40.0%) agreed whiles 12(16%) strongly agreed. The mean score of 3.23 fell in the category of agreed. This implies that averagely, the teachers agreed with that statement.

Lastly, the researcher wanted to find out from the teacher if the teachers mostly experience stress due to heavy work load influence work commitment and 7 of the teachers representing 9.3% strongly disagreed, 9(12%) disagreed, 2(2.7%) were not sure, 15(20%) agreed whiles 42(56%) strongly agreed. The mean score of 4.01 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Remuneration

This section of the research question was meant to determine the extent to which remuneration influence teachers work commitment. The teachers were given questionnaire and their responses were recorded in Table 4.7 below:

Table 4.7: Remuneration affecting teachers' work commitment

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean

My monthly net salary deters my work commitment.	7(9.3)	10(13.3)	8(10.7)	30(40.0)	20(26.7)	3.61
Lack of teachers' allowances lowers my	7(9.3)	12(16)	2(2.7)	27(36)	27(36)	3.71
Teachers' low remunerations as compared to their counterpart in other employment lowers teachers work	4(5.3)	6(8.0)	5(6.7)	15(20)	45(60)	4.11
Grand Mean	6(8.0)	9(12.0)	5(6.7)	24(32.0)	31(41.3)	3.81

N=48, Source: Field survey, (2018)

Table 4.7 above shows the teachers' views on extent to which remuneration influence teachers work commitment. In the first place, the teachers were asked if the teachers monthly net salary deter the teachers work commitment. With this statement, 7 of the teachers representing 9.3% strongly disagreed, 10(13.3%) disagreed, 8(10.7%) were not sure, 30(40%) agreed while 20(26.7%) strongly agreed. The mean score of 3.61 implies that averagely the teachers agreed with that statement.

The researcher wanted to find out from the teachers if lack of teachers' allowances lowers teachers work commitment. With this statement, 7 of the teachers representing 9.3% strongly disagreed, 12(16%) disagreed, 2(2.7%) were not sure, 27(36%) agreed while 27(36%) strongly agreed. The mean score of 3.71 implies that averagely the teachers agreed with that statement.

Lastly, the researcher wanted to find out from the teachers if teachers low remunerations as compared to their counterparts in other employments lowers teachers work commitment and 4 of the teachers representing 5.3% strongly disagreed, 6(8.0%) disagreed, 5(6.7%) were not sure, 15(20%) agreed whiles 45(60%) strongly agreed. The mean score of 4.11 fell in the category of strongly agreed. Comparison of influential factors affecting teachers' work commitment. Even though, all of the three influential factors had positive impact of teachers work commitment, this does not necessarily mean that they affected them evenly. Table 4.8 below clearly compares the influential factors discussed.

Table 4.8: Summary of influential factors affecting teachers' work commitment

Influential Factors	Grand Mean	Severity Rank
Head fairness	3.85	1st
Working Conditions	3.40	3rd
Remuneration	3.81	2nd

N=48, Source: Field survey, (2018)

The grand mean in the above table clearly depicts that the teachers agreed that head teachers fairness highly influence the teachers work commitment. This was seen on their

grand mean scores of 3.85. This was followed by the remuneration with the grand mean score of 3.81 and the working conditions that had the least grand mean score of 3.40. According to the likert scale used, 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree whiles 5 = strongly agree. Looking the grand mean of the three potential influential factors, they fall in the category of agree. This finding was in line with that of Prinsloo (2005) found out that safe school is free of possible harm or danger, where teachers may work, educate and learn without the threat of violence, harassment or humiliation that influence teachers retention. The finding support that of Sullivan and Squelch(2001) who noted that safe schools are characterised by good discipline, a culture conducive to teaching and learning, professional educator conduct, good governance and management practices and an absence (or low level) of crime and violence that enhance teachers retention. This finding also collaborate Stephens (2008) who noted that safe schools thus consist of an environment that is free of intimidation, fear, crime and violence. A place where discipline and order exist and an environment designed with security measures and a security plan (safe school plan) in place that in turn influence teachers retention.

The interviewees were asked on their understanding of the term work commitment. With this question all of the interviewees emphasized that, work commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. They added that when an individual has work commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal. One of the interviewees stated that:

Work means that employee want to stay at their organization. Theytypically identify with the organizational goals, feel that they fit intothe organization and are satisfied with their work

Another interviewee claimed that:

''Work commitment is the probability that someone continues to work in that job and feels psychologically bound to it''.

Another interviewee claimed that:

Work commitment is employee's belief and acceptance in the values of his or her chosen profession or line of work, and willingness to maintain membership in that profession''

This finding was in line with Wasti (2003) who noted that work commitment is the bond employees experience with their organisation. Broadly speaking, employees who are committed to their organisation generally feel a connection with their organisation, feel that they fit in and, feel they understand the goals of the organisation. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support. Wagner & Hollenbeck (2010) added that work commitment is the degree to which people identify with the organization that employs them. This implies a willingness on the employee's part to put forth a substantial effort on the organization's behalf and his or her intention to stay with the organization for a long time.

In terms of factors influencing teachers work commitment, all of the interviewees indicated that of institutional support. They emphasized that organizational support makes employees feel that the organization that employs them is willing to equitably compensate

them for their efforts, help them in case of need, make their work interesting and stimulating, and provide them with adequate working conditions that lead to employees work commitment.

One of them indicated that:

''I hope there will be significant positive relationship between employee commitment and the extent to which employees believe their organisationhas their interests at heart''

Another interviewee stated that:

''I think if the schools able to provide work-life benefits and other types of teachers support, teachers will be highly committed''

Another respondent claimed that:

''I hope teachers will be more willing to go beyond the call of duty when theyworked for organisations that offered support which enabled them to balance their work and family responsibilities more easily, assisted them through difficult times, provide them with benefits they could not afford''

The finding was in line *with* Eisenberger and Sowa (2006) who noted that institutional support influence teachers work commitment and concluded that institutional support positively correlated with teachers work commitment. The finding also supported that of Fuller and Relyea (2003) who indicated that individuals feel recognized within an organization when their employer values their contributions to the functioning of the organization and concluded that the recognition of their work and status within the organization helps meet the employees' socio-emotional needs, that is, their needs for esteem, approval and affiliation. Hutchison (2007) added that filling these needs

contributes to building the employees' social identity, which in turn is likely to enhance their sense of belonging to and pride in the organization.

4.4.2. Research Question Two –What are the average levels of teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

The scale developed by the researcher that was in line with the literature was used to measure the level of teachers work commitment. It consisted of 4 statements and had a five-point scale such as "Strongly Agree", "Agree", '' Not Sure'', "Disagree" and "Strongly Disagree" with scoring as 5, 4, 3, 2 and 1 respectively. The range of the scores was 1.0 to 5.0. Using the value of strongly agree (5), to be the highest mean score, it was divided by 3(that is 3 categories = low, moderate and high). This implies that 5/3 = 1.67, 5/2 = 2.50. Based on the total scores, the level of teacher work commitment was quantified as follows.

Table 4.9: Categories of Level of Teacher Work Commitment

Category	Mean Range
Low Work Commitment	1.00 - 1.67
Moderate Work Commitment	1.68 - 2.50
High Work Commitment	2.51 - 5.00

N=48, Source: Field survey, (2018)

Mean of the teachers work commitment was found and categorized base on the categories of the levels of work engagement as presented in Table 4.7 below.

Table 4.10: Level of Teachers Work Commitment

Levels of Work Commitment	Frequency	Percentage
Low Level	24	32.0
Moderate Level	42	56.0
High Level	9	12.0
Total	75	100.0

N=48, Source: Field survey, (2018)

In response to the question on the level of work commitment of the teachers, Table 4.10 above illustrates that 24 out of the 75 teachers who participated in the study representing 32.0% indicated that of low level of work commitment, 42(56%) indicated that their level of work commitment was at moderate level, while 9 of them representing 12% showed that their level of work commitment was at high level. The data was graphed and presented in the figure 1 below
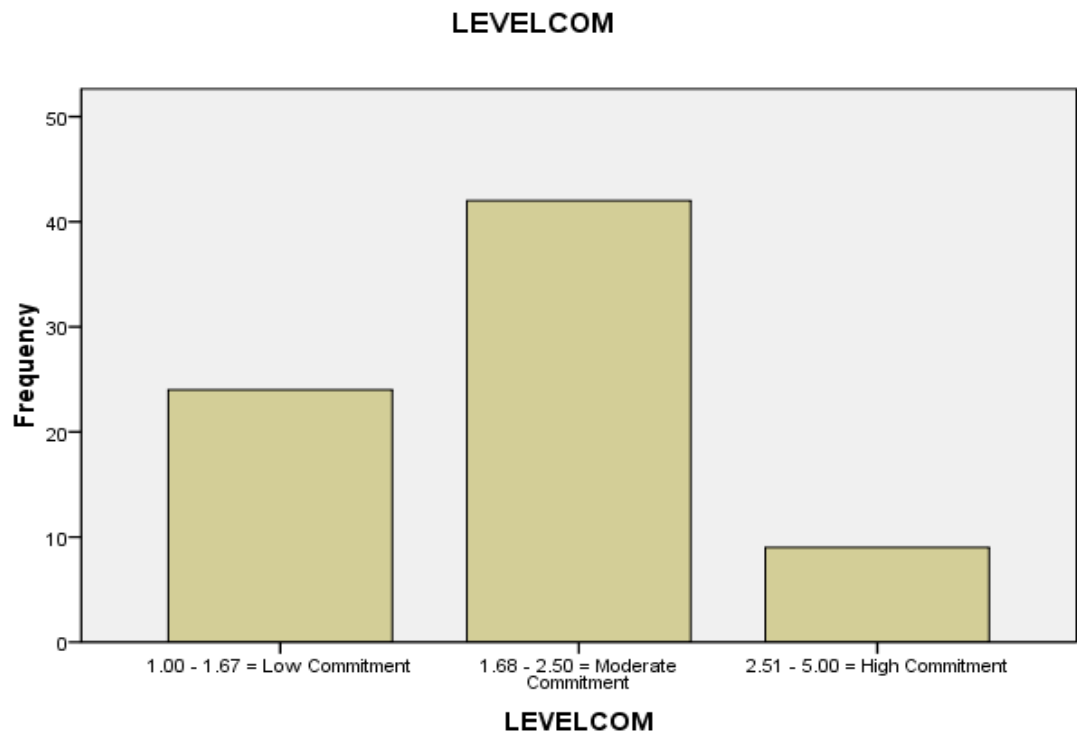

LEVELCOM

Figure 4.1: Level of Teachers work Commitment

This finding collaborates with that of Byrne and Cropanzano (2001) who noted that teachers exhibit moderate level of work commitment when the teachers experiences unfair in the heads administration. The finding was also in lie with Folge and Cropanzano (2008) who found out that head teachers favouratisms in the school administration breeds low or moderate level of work commitment.

Qualitatively, five teachers were interviewed to determine the level of teachers work commitment, all of the interviewees indicated that they were experiencing moderate work engagement. Relating to their heads leadership styles, all of the interviewees emphasized that their moderate level of their work commitment was as result of undesired leadership of their heads.

One of the teachers stated that:

''I am less committed in my work due to my head autocratic style of leadership. This always made me tired and apathy. In fact coercive style leader often creates a reign of terror, and also demean me''

Another interviewee stated that:

"Teachers who favoured their heads leadership style also favoured the organization more''

This finding was in line with Ansari (2000) who noted that the overall leadership style of head teachers strongly related to the degree of employee commitment and concluded that these correlations bring to light the importance of having strong head teachers and their roles in the overall school. The finding also support that of Bass (2005) who indicated that teachers who feel that they are cared for by their head teachers also have not only higher levels of commitment, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative.

4.4.2. Research Question Three –What are the ways to improve teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

Objective of this research question aimed at determining the challenges do head masters face in carrying out their instructional supervisory roles. Teachers were given questionnaire and their responses were presented on Table 4.11 below.

Table 4.11: Ways of improving teachers' work commitment

Statements	SD(%)	D(%)	NS(%)	A(%)	SA(%)	Mean
Government making teaching profession respected will enhance my work commitment	4(5.3)	6(8.0)	3(4.0)	20(26.7)	42(56.0)	4.20
The heads fairness in the administration will enhance my	4(5.3)	6(8.0)	2(2.7)	13(17.3)	50(66.7)	4.32

Effective community – school relationship will enhance my work commitment	6(8.0)	2(2.7)	3(4.0)	40(53.3)	24(32.0)	3.99
Head teachers having good interpersonal skills with teachers will enhance my work commitment	8(10.7)	7(9.3)	12(16.0)	25(33.3)	23(30.7)	3.64
Head teachers involving the teachers in the school decision making will enhance teachers commitment	4(5.3)	8(10.7)	3(4.0)	17(22.7)	43(57.3)	4.16
Grand Mean	5(6.7)	6(8.0)	5(6.7)	23(30.6)	36(48.0)	3.77

N=48, Source: Field survey, (2018)

Findings in Table 4.11 above show the teachers responses on ways of improving teachers' ' work commitment. In the first place, the researcher wanted to find out from the teachers if government making teaching profession respected will enhance the teachers work commitment. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 6(8%) disagreed, 3(4%) were not sure, 20(26.7%) agreed while 42(56%) strongly agreed. The mean score of 4.20 implies that averagely the teachers strongly agreed with that statement.

Moreover, the researcher wanted to find out from the teachers if the heads fairness in the administration will enhance the teachers' commitment. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 6(8%) disagreed, 2(2.7%) were not sure, 13(17.3%) agreed while 50(66.7%) strongly agreed. The mean score of 4.32 implies that averagely the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if effective community – school relationship will enhance my work commitment. With this statement, 6 of the teachers representing 8.0% strongly disagreed, 2(2.7%) disagreed, 3(4.0%) were not sure, 40(53.3%) agreed while 24(32.0%) strongly agreed. The mean score of 3.99 implies that averagely the teachers agreed with that statement.

Again, the researcher wanted to find out from the teachers if head teachers having good interpersonal skills with teachers will enhance my work commitment. With this statement, 8 of the teachers representing 10.7% strongly disagreed, 7(9.3%) disagreed, 12(16.0%) were not sure, 25(33.3%) agreed while 23(30.7%) strongly agreed. The mean score of 3.64 implies that averagely the teachers agreed with that statement.

Lastly, the researcher further wanted to find out from the teachers if head teachers involving the teachers in the school decision making will enhance teachers' commitment. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 8(10.7%) disagreed, 3(4.0%) were not sure, 17(22.7%) agreed while 43(57.3%) strongly agreed. The mean score of 4.16 implies that averagely the teachers strongly agreed with that statement.

In summary, majority of the teachers strongly agreed that heads fairness in the administration will enhance the teachers' commitment. This finding was in line with Colquitt (2001) who noted that if teachers' perception of head fairness is positive, the teachers work commitment increase. Again, the finding supported that of Camerman, Cropanzano and Vandenberghe (2007) who indicated that teacher perceptions of their heads fairness is significantly positive correlated with their work commitment. Moreover, the finding concurred with that of Cemal (2014) who noted that head teachers fairness perception is one of the important determinants of teachers work commitment due to the

fact that teachers with high perception of head teachers fairness tend to show positive behaviors that improve commitment to their schools.

Qualitatively the teachers were asked the ways teachers work commitment can be improved. With this question, the interviewees' emphasized that their heads leadership style influence their work commitment. One of them indicated that:

''Leadership style is a key determinant of teachers work commitment. This is because poor reactions of heads will usually annoy the teachers that will decline their commitment''

Another respondent claimed that:

''The quality of the head – teacher interaction has a great influence on the teachers work commitment''
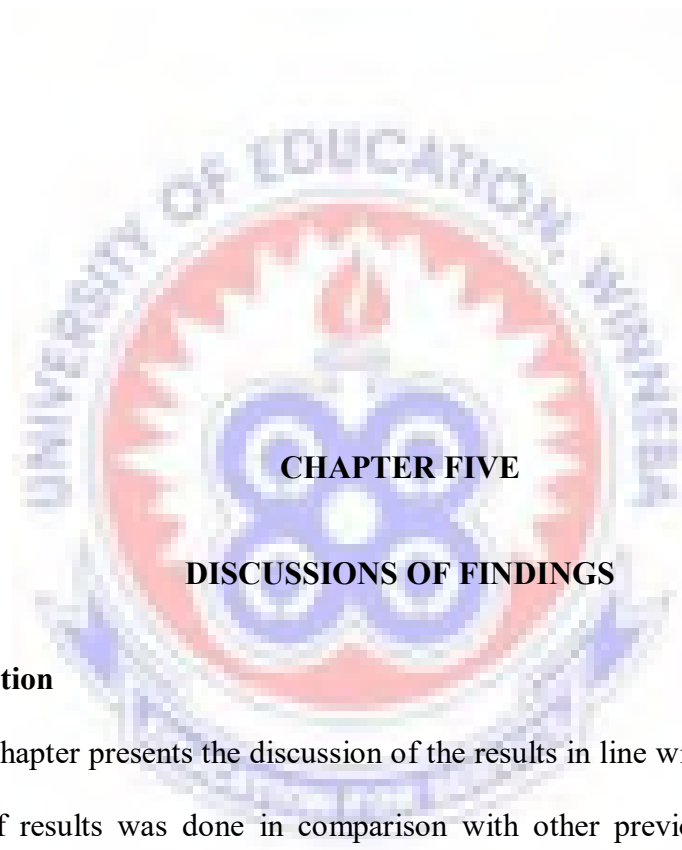
An interviewee stated that:

''I am more committed with a head who are considerate or supportive than with those who are either indifferent towards teacher. The head indifferent behavior towards me will make me less committed''

The finding was in line with Greenberg and Baron (2008) noted that, desired headmasters leadership modes tend to be more acceptable to teachers affect the teachers satisfaction level of work engagement. The finding also supported that of Johns and Alan (2001) who noted that, headmasters leadership styles either positive or negatively affect teachers work commitment and dedication or that those teachers who found favoured their heads leadership style also favoured the school more.

The finding also concurred with that of Dirks and Ferrin (2002) who noted that, teachers who feel that they are cared for by their headmasters also have not only higher

levels of engagement, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.1. Introduction

This chapter presents the discussion of the results in line with research objectives. Discussion of results was done in comparison with other previous and recent-related research findings so as to come up with reliable conclusion. Still in discussing the study results, the findings were used to answer the research questions from which the study objectives evolved as well as support or not support the objectives of the study.

This chapter discusses the following research questions:

1. What were the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

2. What were the average levels of teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

3. What were the ways to improve teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

The first objective was to determine the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region. The study considered three key determinants namely; head teachers' fairness, working conditions and remuneration as stated by Bakhshi and Ekta, (2009). The finding depicted that head teachers fairness highly influence the teachers work commitment. This was followed by the remuneration and the working conditions that had the least factors. This finding was in line with that of Hassan (2002) who found out that head teachers' administrative fairness has a greater impact on organizational commitment because heads fairness perception will treat employees fairly. Thus, if employees see their heads as fair, the employees view the organization positively. The finding support that of Latham (2008) who noted that argued that heads fairness employees affect attitudes, behaviour and decisions across a wide variety of social contexts and they also play an important role on improving organizational outcomes. The finding also collaborate with that of Bakhshi and Ekta, (2009) who indicated that employees who perceive fairness in their organization have higher performance, which leads to less resignation and as a consequence, they have a higher commitment to their institutions.

This finding was in line with Wasti (2003) who noted that work commitment is the bond employees experience with their organisation. Broadly speaking, employees who are committed to their organisation generally feel a connection with their organisation, feel

that they fit in and, feel they understand the goals of the organisation. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support. Wagner and Hollenbeck (2010) added that work commitment is the degree to which people identify with the organization that employs them. This implies a willingness on the employee's part to put forth a substantial effort on the organization's behalf and his or her intention to stay with the organization for a long time.

Qualitatively, the interviewees emphasized that, work commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. In terms of factors influencing teachers work commitment, all of the interviewees indicated that of institutional support. The finding was in line with Eisenberger and Sowa (2006) who noted that institutional support influence teachers work commitment and concluded that institutional support positively correlated with teachers work commitment. The finding also supported that of Fuller and Relyea (2003) who indicated that individuals feel recognized within an organization when their employer values their contributions to the functioning of the organization and concluded that the recognition of their work and status within the organization helps meet the employees' socio-emotional needs, that is, their needs for esteem, approval and affiliation. Hutchison (2007) added that filling these needs contributes to building the employees' social identity, which in turn is likely to enhance their sense of belonging to and pride in the organization.

The second objective was to identify the average teachers' work commitment levels in junior high schools of Ejisu Township. With this objective, the teachers highly experience moderate level work commitment. This finding collaborates with that of Byrne

and Cropanzano (2001) who noted that teachers exhibit moderate level of work commitment when the teachers experiences unfair in the heads administration. The finding was also in lie with Folger and Cropanzano (2008) who found out that head teachers favouritisms in the school administration breeds low or moderate level of work commitment.
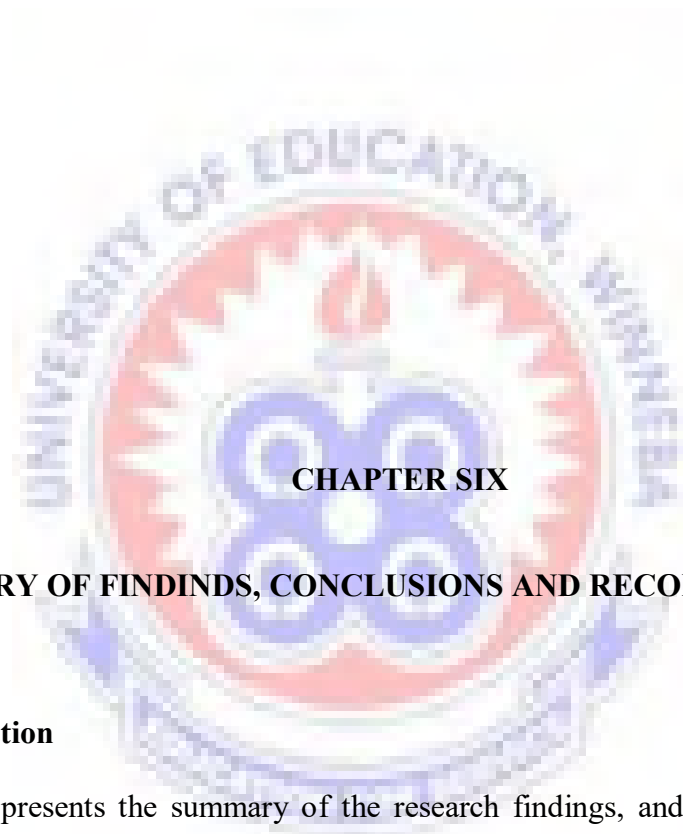
Relating their moderate work commitment to their heads leadership styles, all of the interviewees emphasized that their moderate level of their work commitment was as result of undesired leadership of their heads. This finding was in line with Ansari (2000) who noted that the overall leadership style of head teachers strongly related to the degree of employee commitment and concluded that these correlations bring to light the importance of having strong head teachers and their roles in the overall school. The finding also supported that of Bass (2005) who indicated that teachers who feel that they are cared for by their head teachers also have not only higher levels of commitment, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative.

The third objective was to determine ways of improving teachers' work commitment in junior high schools of Ejisu Township. With this, majority of the teachers strongly agreed that heads fairness in the administration will enhance the teachers' commitment. This finding was in line with Colquitt (2001) who noted that if teachers' perception of head fairness is positive, the teachers work commitment increase. Again, the finding supported that of Cameraman, Cropanzano and Vandenberghe (2007) who indicated that teacher perceptions of their heads fairness is significantly positive correlated with their work commitment. Moreover, the finding concurred with that of Cemal (2014)

who noted that head teachers fairness perception is one of the important determinants of teachers work commitment due to the fact that teachers with high perception of head teachers' fairness tend to show positive behaviors that improve commitment to their schools.

Finding on this objective indicated that of head teacher's leadership styles. The finding was in line with Greenberg and Baron (2008) noted that, desired headmasters leadership modes tend to be more acceptable to teachers affect the teachers satisfaction level of work engagement. The finding also supported that of Johns and Alan (2001) who noted that, headmasters leadership styles either positive or negatively affect teachers work commitment and dedication or that those teachers who found favoured their heads leadership style also favoured the school more.

The finding also concurred with that of Dirks and Ferrin (2002) who noted that, teachers who feel that they are cared for by their headmasters also have not only higher levels of engagement, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative.

CHAPTER SIX

SUMMARY OF FINDINDS, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter presents the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

6.2. Summary of the Study

The study attempted to investigate the factors that affect the teachers' work commitment in junior high schools at Ejisu in the Ashanti region. The following research questions and hypotheses were posed to guide the study:

1. What were the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

2. What were the average levels of teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

3. What were the ways to improve teachers' work commitment in junior high schools at Ejisu in the Ashanti region?

The following findings were arrived at in the present study:

- The research question one found out the major factors that affect teachers' work commitment in junior high schools at Ejisu in the Ashanti region. The study revealed that head teachers fairness in the school administration highly influence teacher work commitment.

- Moreover, the second research question which found out average levels of teachers' work commitment in junior high schools at Ejisu in the Ashanti region revealed that teachers experience moderate level of work commitment

- In addition, the third research question that found out the ways of improving teachers' work commitment in junior high schools at Ejisu in the Ashanti region revealed that heads fairness in the administration and head leadership style will enhance the teachers' commitment.

6.3. Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Firstly, It was revealed that head teachers fairness in the school administration highly influence teacher work commitment. It was therefore concluded that headmaster's effective use of their fairness influence teachers work commitment.

2. Secondly, teachers experience moderate level of work commitment due to unfair of head teachers' administration. The study therefore concluded that the head teachers practice of undesired leadership styles as perceived by the teachers lead to the moderate level of work commitment

3. Finally, the study revealed that head teachers fairness in the administration and head desired head teachers leadership style enhance the teachers' commitment. In line with these, head teachers fair treatment and desired leadership styles affect the teachers work commitment.

6.4 Limitations of the Study

1. Most teachers were not willing to provide data related to their work commitment in relation to their heads leadership and fairness. Some teachers may also have given false responses to the questions asked. It was very hard to convince the teachers of the intention of my research in a bid to collect information from them. However, with the assistance of friends working in the schools and with the introduction letter from the university the researcher was given the opportunity to undertake the research.

2. Again, some of the respondents were also not co-operative and attempted to ignore the questionnaires which threatened to reduce the response rate. The researcher minimized non response cases by taking and collecting questionnaires by hand from

some respondent. Also, by having trustworthy and known people help to distribute and collect the questionnaires. Those who did not respond were also called later and requested to fill in the questionnaires.

6.5. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations were forwarded:

1. Head teachers should be fair in their school administration to improve teacher work commitment

2. Head teachers should be fair in their school administration to improve average levels of teacher work commitment

3. Head teachers should make the teachers experience fairness in the administration and head desired leadership style will enhance the teachers' commitment.

6.6 Recommendations for Future Research

The areas suggested by the study for further research include:

Professional commitment and job satisfaction among senior high school teachers, head teachers leadership styles and teachers work commitment, head teachers trust and teachers work commitment, teachers job satisfaction in relation to teachers work commitment.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR STUDY RESPONDENTS
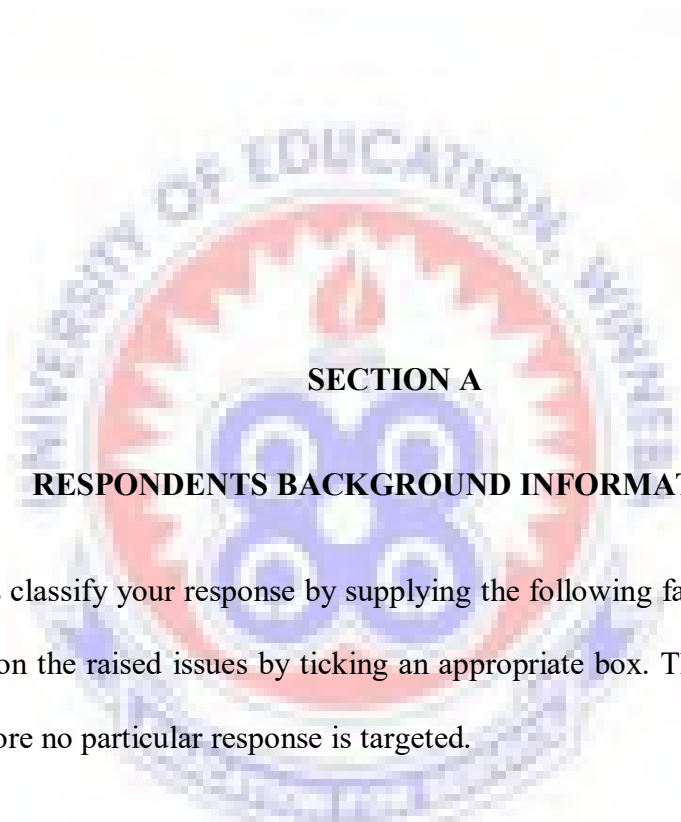
Dear Respondent,

I am carrying out a study on the topic *'' Factors Influencing Teachers Work Commitment at Ejisu in the Ashanti Region of Ghana''*. You have been randomly selected to participate in the research by completing the questionnaire. It would be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

……………………………..

Nina Boateng Sekyere

Researcher

SECTION A

RESPONDENTS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.
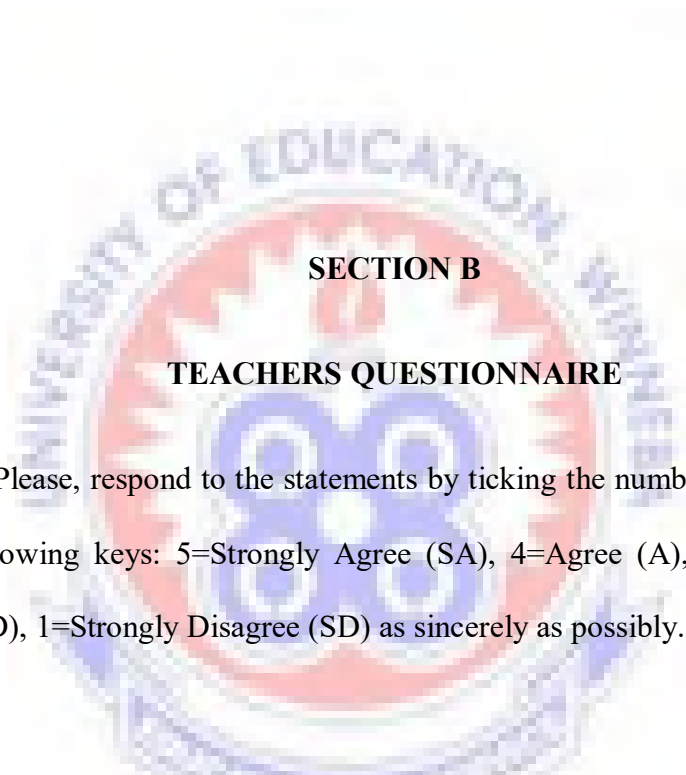
1. Age Group: Less than 31 years [ ].31 – 40 years[ ]. 41 – 50years [ ] 51+ years [   ]

2. Sex: Male [   ]. Female [   ]

3. Educational Status: Diploma [   ] First Degree [   ] Others,

Specify…………………………..

 4. Teaching Experience: 1 – 5 yrs   [   ] 6 – 10yrs [   ] 11 – 15yrs [   ] 16+yrs [   ]

SECTION B

TEACHERS QUESTIONNAIRE

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Heads Fairness					
1. When decisions are made about my job, the head is sensitive to my personal					
2. My head explains very clearly any decisions made about my job.					
3. My head makes sure that my concerns before work decisions are made					
4. My head clarifies decisions and provides additional information when requested by teachers.					

5. I consider my work load to be quite fair.					
6. I feel that my job responsibilities are quite fair.					
Working Conditions					
7. The adequate teaching resources of school influence my work commitment.					
8. The noise level at school is quiet disturbing influence my work commitment.					
9. The effective relationship between teachers and head teacher influence my work commitment.					
10. I mostly experience stress due to my heavy work load influence my work commitment.					
Remuneration					
11. My monthly net salary discourages me from teaching.					
12. Lack of teacher's allowances lowers my work commitment.					
13. Teachers low remunerations as compared to their counterparts in other employments lower my work commitment.					
Teacher Commitment					
14. My teaching profession is very important to me.					
15. I am much attached to my school.					
16. I am proud to be in my teaching profession.					
17. My profession is a great deal of personal meaning for me.					

18. I feel emotionally attached to my teaching.					
19. I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.					

SECTION C

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
How to Improve Teachers Commitment					
20. Government making teaching profession respected will enhance my work commitment					
21. The heads fairness in the administration will enhance my commitment					
22. Effective community – school relationship will enhance my work commitment					
23. Head teachers having good interpersonal skills with teachers will enhance my work commitment					
24. Head teachers involving the teachers in the school decision making will enhance teachers commitment					

APPENDIX B

INTERVIEW GUIDE FOR SOME SELECTED TEACHERS

1. What is your understanding on the term teachers work commitment?

2. To what extend do you think the following influence the teachers' commitment

    a. Heads fairness

    b. Working condition,

    c. Remuneration

3. What do you think is the average level of teachers' commitment at Township?

    Is it low, moderate or high?

4. What in your opinion accounted to that level?

5. What do you think should be done to improve teachers' work commitment?