AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT, KUMASI

EXPLORING THE EFFECTS OF MOTIVATION ON EMPLOYEE RETENTION: A

CASE STUDY OF SELECTED BASIC SCHOOLS IN THE ASANTE AKIM

CENTRAL MUNICIPALITY

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DECEMBER, 2021

DECLARATION

CANDIDATE'S DECLARATION

I, ALBERTA OBENG ACQUAH, declare that this dissertation, with the exception of quotations and references contained in published works, which have 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………………………………….

DATE………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Project Report as laid down by Akenten Appiah-Menka University of Skills Training And Entrepreneurial Development

SUPERVISOR'S NAME: DR. KOFI ASIAMAH YEBOAH

SIGNATURE……………………………….

DATE………………………………….….

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DEDICATION

To my daughter, Davina Sakyiwaa, Mr. Samuel Asiamah Snr and Mr. Samuel

Akwasi Yeboah.

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ABSTRACT

The study examined the effects of motivational packages on the retention of employees of Ghana Education Service. Among the issues studied were that it identified and evaluated the current motivational packages at GES, examined the effects of the various motivational packages on employees retention at GES and the factors that accounted for teachers leaving the teaching field. The study was based on the use of questionnaires as data collection instrument. Primary and secondary data were also used. In selecting respondents, the researcher employed simple random sampling technique to select respondents for the study. In all eighty (80) respondents were selected for the study. The study revealed the current motivational packages available to staff of Ghana Education Service include promotions, recognition, maternity and paternity leave with pay and study leave with pay. The study showed most respondents were not happy with the motivational packages at Ghana Education Service and were not convinced that the available packages will help retain staff on their jobs. The study revealed that teachers have been leaving the teaching field as a result of low salaries, poor condition of service, inadequate career development, poor working conditions and ineffective leadership in the service. Among the recommendations were that GES embark on training and development programmes for its staff at no cost to motivate staff and above all retain them. Training and development policy in the service should be clearly spell out when and how staff should be trained and developed for the benefit of the service. In doing this, it is being recommended that views of staff be solicited so as come out with a clear and equitable training and development policy for employees.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Institutions and organizations all over the world today are facing challenging times as internal and external operating environment factors continue to challenge performance and growth. Therefore to stay strong in the highly challenging and competitive global market, all the factors of production including human resource and materials should be properly managed (Samuel & Chipunza, 2016). Human resource constitutes the biggest challenge in modern organizations because unlike other inputs employee management calls for skillful handling of thought, feelings and emotions to secure highest productivity (Mba & Ikemefuna, 2016). The development of any organization depends mostly on the quantity and quality of its employees and one way to ensure this is to determine how motivated the workers are to remain relevant and productive to the organization (Al-Aamri 2010).

Robin and DeCenzo (2009) define motivation as "the willingness to exert high level of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need". A need is what an individual values and wants to achieve; it is the basic foundation of motivational framework, if an individual is devoid of a need then it is impossible to motivate him to perform any task (Gupta, 2011). This could also mean that an employee may be immensely capable of doing some work however nothing can be achieved if they are not willing to work.

Halliegel and Slocum (2012) describe motivation as the force acting on or within a person that causes the person to behave in a specific, goal-directed manner. And

motivation is a significant contributor to exceptional performance and retention. The effectiveness of an individual in an organization depends on some key factors, including his 'ability' to perform an assigned task, a healthy work environment, and the level to which his/her needs are met. However motivating employees is complicated since it depends on, among others, individual need, aspiration and core values.

Employee motivation is one of the important factors that can help the employer to improve employee and organizational performance. Motivation acts as a catalyst to an individual's success, and hence corporate team leaders and managers must constantly motivate employees to bring out the best in them (Halliegel & Slocum, 2012). In a sense, the manager's function is that of a "catalyst" and as with all impulse, he is to speed up the reaction between two substances, thus creating the desired end product (Buckingham & Coffman, 2012). Specifically, the manager creates performance in each employee by speeding up the reaction between the employee's talents and the company's goals. Through employee motivation, the employer can encourage the employees by enhancing their skills and also by improving their morale (Buckingham & Coffman, 2012).

A motivated employee is a valuable asset which delivers immense value to the organization in maintaining and strengthening its growth (Bennell, 2014). Organizations also need to look out for what motivates and satisfies their employees at work in order to stimulate them to perform their jobs as best as possible and to remain in the organization to help achieve the long term goals.

The retention of employees has been shown to be significant to the development and the accomplishment of the organization's goals and objectives (Reichheld, 2014). Employee retention is a process in which the employees are encouraged to remain with

the organization for the maximum period of time or until the completion of the project at hand. Arguably, the most valuable asset of every business is a stable workforce of competent, dedicated employees (Birt, Wallis & Winternitz, 2015). In today's turbulent and unpredictable workplace, a stable workforce becomes a significant competitive advantage. If an organization has unstable workforce, it is forced to invest in recruiting, orienting, and training. It is therefore the responsibility of the employer to retain their best employees, and the job of human resource personnel becomes complete when the right persons for the right jobs are at the right places at the right time.

Retention of teachers is necessary for improved educational outcomes. Many teachers do not stay in the profession due to change in public attitude toward the profession. Antwi (2012) noted that in the colonial days when Ghana held teachers in a high esteem, teaching attracted the best brains. When public view about the teacher changed after independence teachers' attitude towards their work also changed and some teachers left the teaching profession for more lucrative appointment in other areas (Antwi, 2012). The author further points out that financial and job prospects affect the retention of teachers.

There is clear evidence that the relationship between teacher remuneration and the alternatives available in the labour market has an important influence on attrition. Studies in the US have demonstrated that higher salaries are associated with lower teacher attrition (Guarino, Santibanez, & Dalay, 2014). To retain employees, their basic needs must be ensured, in the context of the employer/employee relationship, those basic needs could be pay and job securities that allow the employees to meet their personal and social obligations. In organizational context, human resource policies that treat people in a

basically acceptable manner, and working conditions that allow employees to do their jobs in a reasonable manner can be a motivation for employees to remain (Bragg, 2013). At one point in time all these factors have been the prime reason individuals have chosen to vote with their feet and leave a company, in essence if an organization is not able to meet the needs of its employees they will not retain their services.

1.2 Statement of the Problem

Today's business environment has become very competitive thus making skilled employees the major differentiating factor for most organizations. An organization or institution has to be aware of what motivates and satisfies the employees at work in order to stimulate them to perform their job as best as possible and to remain in the organization (Bassy, 2012). Employee motivation is closely related to their retention, and invariably employee retention techniques go a long way in motivating the employees for them to enjoy their work and show a higher commitment to put efforts towards the achievement of the organization's goal and avoid changing jobs frequently.

As a teacher in the Asante Akim Central Municipal, it has been realized that most teachers pursuing higher or masters programmes are offering courses outside the education field with the hope of leaving the teaching field altogether. More so most teachers have left the profession to seek greener pastures elsewhere especially with most travelling outside the country with those still in the country working with different organizations now. The question is why are teachers leaving the field? Checks revealed that most teachers are not satisfied with condition of service, low motivation among others. Another important factor is that employees differ in issues regarding their needs,

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backgrounds, expectations, ambitions and other individual characteristics. In other words, what may satisfy one employee may be different from what will satisfy another, because some needs may change over time.

Teachers have generally been recognized as one of the most important groups of resource input in education. However teacher retention has always faced the problem of high attrition (Antwi, 2012). Some attempts have been made to ensure teacher retention. Policies that have been put in place include; establishment of development policy, teacher award schemes, study leave with or without pay, teacher trainee allowance, and district teacher sponsorship scheme as well as teacher accommodation facilities. This is done with a view to ensure effective teaching and learning and also to bring out the desired behavioural change.

In spite of all these, teachers continue to leave schools in the Municipality. This has resulted in the loss of experienced teachers in the system (Speech of Director of Education, 2017). In addition, schools are unable to replace teachers who have gone and are forced to operate at least for a term with reduced staff. This causes disruption in academic works with serious effects. It is against this background that this study seeks to investigate the effects of motivation on employee retention in the Asante Akim Central Municipality.

1.3 Purpose of the Study

The purpose of the study was to explore the effects of motivation on employee retention.

1.4 Objectives of the Study

The objectives were to;

1. to identify and evaluate the current motivational packages at GES.

2. to explore the effects of the various motivational packages on employees retention at GES.

3. to determine the factors that account for teachers leaving the teaching field.

1.5 Research Questions

The study sought to answer the following research questions:

1. What are the current motivational strategies for employees at GES?

2. Are the motivational strategies able to retain employees at GES?

3. What factors account for employee turnover in the teaching field?

1.6 Significance of the Study

This study derives its significance from its potential contribution at two levels; theoretical and practical knowledge. At the theoretical level, the study will provide insights to support future research regarding strategic guidance for both governmental and private sector organizations that are concerned with both motivation and retention strategies. For practical purposes, this study is expected to provide new solutions and evidence on the usefulness of motivation and retention of productive workforce to achieve and maintain competitive advantage.

The study will also help the Ghana Education Service and Ministry of Education derive a lot of benefits from the findings which will guide it in formulating and implementing policies that will raise the retention and productivity level of teachers.

The study is very significant because it will add to the existing literature works already written on motivation and retention.

It will also be beneficial to researchers interested in education to make meaningful proposal and suggestion to stakeholders to improve teacher motivation, retention and education in general in the country.

1.7 Delimitation of the Study

The researcher fully acknowledge the fact that a research of this nature and significance should cover a large number of teachers. Unfortunately, resources at the disposal of the researcher made it impossible for a study of that magnitude as a result the study is delimited to public basic schools in the Asante Akim Central Municipal of the Ashanti Region to investigate the effect of motivation on employee retention.

1.8 Limitation of the Study

Limitations that were encountered in the conduct of the study included but not restricted to the following: Firstly, some respondents were reluctant to assist in responding to the questionnaire; and others refused to answer questionnaires as they claimed that the questions were too lengthy and that, through their answers, they could be victimized. Many respondents were limited in the expression of their views and this had some negative effect on the result as certain views were not provided in the questionnaires. More so, financial and time constraints was a problem while working on this study.

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1.9 Organization of the Study

The study consists of five chapters. The first chapter comprises the background to the study, statement of the problem, objective of the study and significance of the study, limitation, delimitation and lastly the organization of the study. Chapter two looks at literature review on concepts relevant to the study. Chapter three is on the research methodology. This chapter deals with issues such as the research design, population of the study, data collection procedures, analysis and ethical consideration. Chapter four is about data presentation, discussions and analysis. The last chapter indicates the findings of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews works done within the body of literature and seeks to position the present research within the scholarly context. It highlights related issues of concern including the concept of motivation, theoretical framework of motivation, job satisfaction, organisational culture, effects of motivation on retention of workers, reasons for employee disengagement and retention strategies. The conceptual framework of this study includes the Maslow's motivational theories of needs, Herzberg's Two-Factor theory and Vrooms Expectancy theory. The framework details the key principles that guide motivation and retention across organisations.

2.1 Concept of Motivation

The study of motivation is concerned with why people behave and think the way they do. Motivation is a highly complex concept that influences and is influenced by a large number of factors in the organizational environment (Porter & steers, 2001). A number of definitions for motivation are presented in the literature. Mathias and Jackson (2012) look at motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Campbell and Pritchard (1976) define motivation as a set of independent and dependent relationships that explains the direction, amplitude and persistence of an individual's behaviour holding constant the effects of aptitude, skills, understanding of a task and the constraints operating in the work environment. According to McClelland (2011), individuals tend to develop certain motivational drives on the

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cultural environment in which they live and these drives affect the way people view their jobs.

Thomas et al. (2010) added that there is evidence supporting the existence of a linkage between an employee's motivational level and their individual performance. A motivated employee is a loyal employee and to be loyal implies that the employee supports the actions and objectives of the firm. Bruce (2018) stated that the appearance of the job as a whole has, in fact a bearing on the willingness and quality of an employee's performance.

Porters and Steers (2001), in their study added that individuals have a number needs, desires and expectations in varying strengths and based on these needs and expectations, people act in certain ways which they believe will lead to a desired goal. This implies that the individual is provided with a feedback about the impact of their behaviour and this in turn may reassure the individual if their current way of acting is correct or not. In addition, they pointed out that the selection of certain motives over others, as well as the intensity with which such motives are pursued, may differ from person to person.

The definitions and arguments reveals different perceptions about the concept of motivation, however in summary, motivation is perceived to be purposive, goal directed, and energizes human behaviour.

Chapman (1984) defines motivation as the ability to cause employees to behave in a way that achieves the highest performance levels. However, this is done in difference ways as different things motivate graduate teachers; monetary rewards motivate some while others are motivated by recognition or career possibilities (Kempton, 2010).

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Motivation theory importantly helps understand which individual needs; organizations have to meet in order to satisfy workers. Abraham Maslow and Frederick Hertzberg, two dominating scholars of behavioural theory (Kempton, 2010) while referencing the relationship between individual motivational factors and employee retention, claim that in order for institutions to understand what motivates people and thereby increase retention rates they should understand basic human needs, both psychological and physical. If graduate teachers have needs that are not fulfilled it could be assumed that they will be dissatisfied and thereby eventually leave the Ghana Education Service in search for fulfillment elsewhere. The Government must therefore develop foresight policies to give teachers psychological and physical satisfaction taken into consideration total rewards system to induce them to stay on the teaching profession till retirement age.

2.2. Forms/Types of Motivation

Motivation is in two parts, intrinsic motivation and extrinsic motivation. Intrinsic motivation can be defined as the motivation to perform an activity in order to experience the pleasure and satisfaction inherent in the activity (Ryan et.al, 2009). In today's competitive labour market, intrinsic motivation is crucial, over the long haul, people need intrinsic rewards to keep going and to perform at their peak (Thomas, 2010). Intrinsic motivation focuses on factors inside the individual which are based on personal needs, a self-motivated person seeks to exceed expectation because he likes to perform the task and the work expectation matches his skills or he feels challenged by it thereby its successful completion satisfies his ego and serves a purpose higher than the task.

Barber (2016) finds that the intrinsic nature of work such as achievement, recognition, interesting work, advancement and decision making power are strong predictors of job satisfaction. Employers can use an employee's intrinsic motivations to get the maximum productivity from that employee and help the employee to reach his/her career development goals. For example, if an employee becomes an IT support professional because he wants to learn as much as possible about how users interact with various computer networks, then that employee is driven by an intrinsic motivation for knowledge. The company can encourage the pursuit of knowledge by offering that employee greater training opportunities, the chance to become a highly paid specialist or by offering tuition assistance in the employee's desire for higher education (Adonis 2016).

Extrinsic motivation on the other hand originates from outside the individual worker and his/her behaviour is influenced by rewards obtained. Extrinsic motivation is significantly important under several circumstances like routine and non-challenging task. Motivation here is formulated by observing how different rewards cause a shift in behavior leading to satisfaction of predefined goals. An extrinsic motivator that helps develop confidence in the company is the provision of quality and up-to-date work tools for the staff, whether it is the latest in customer management software or the newest forklift technology for the warehouse, providing quality work tools acts as a strong external motivator (London 2017). Other extrinsic job factors which affect job satisfaction are the worker's relationship with co-workers and their salaries.

In the organizational context, incentives are means of motivation for its employees, an incentive is something which stimulates a person towards some goal, and

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creates the desire to work. In organizations, increase in incentive leads to better performance and vice versa. There are financial and nonfinancial incentives, the financial incentives are termed Extrinsic while the non-financial incentives are termed intrinsic. Financial incentives or motivators are those which are associated with money, they include wages and salaries, fringe benefits, bonus, retirement benefits etc. Non- financial incentives or motivators are those which are not associated with monetary rewards. They include ego-satisfaction, self-actualization and responsibility.

Incentives, both financial and non-financial, provide one tool the private sector and other employer bodies can use to develop and sustain a workforce with the skills and experience to deliver the required result. The implementation of effective incentive packages represents an investment through which that vital asset can be protected, nurtured and developed. Financial incentives are integral to the employment contract, it involves direct monetary payment from employer to employee‖ such as wages, bonuses or loans, and they fall into three main categories. First, there are the basic wages and conditions that are offered to staff related to their role description and work classification. Second, there are additional payments or bonuses that are linked to the achievement of performance outcomes, with access to the payment either specified in advance or retrospectively assessed as part of a staff review or supervision process. Third, there may be additional financial incentives that are not directly related to the performance of the person‘s duties, such as access to financial services or credit unions.

Literature on the application of incentive schemes acknowledges that financial incentives alone are not sufficient to retain and motivate employees; research has confirmed that non-financial incentives play an equally crucial role. Non-financial

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rewards are particularly vital for organizations where limited funding constrains their capacity to provide financial rewards. Nevertheless, non-financial approaches require a significant investment of time and energy, as well as commitment across the whole organization. They should be developed through consultative planning and aligned with strategic objectives, local and personal norms and values, and circumstances. While the importance and potential of non-financial incentives is widely recognized, it is important to note that there are limitations to what can be achieved with non-financial incentives alone. Both intrinsic and extrinsic concepts can be used with some effects in designing motivational practices within an organization (Gupta, 2011).

2.3 Theoretical Framework of Motivations

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne study results (Terpstra, 1979). For the purpose of the study three of the theories will be discussed. They are Maslow's hierarchy of needs theory, Herzberg's two- factor theory, and Vroom's expectancy theory.

2.3.1 Maslow's Hierarchy of Needs Theory

According to Maslow (1943), employees have five levels of needs namely; physiological, safety, social, ego, and self- actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. With this indication it is believed that workers in the private sector will be motivated to work and stay longer in an organization if these needs are met respectively at the various levels. This means that workers who are motivated and have achieved their satisfaction at one level will no longer be motivated by those same factors in another level. The starting

point of Maslow's hierarchy theory is that most people are motivated by desire to satisfy specific groups of needs. These are as follows:

- Physiological needs - needs such as food and shelter.

- Safety needs - needs for stable environment, relatively free from threats.

- Love needs - needs related to affectionate relations with others and status within a group.

- Esteem needs - needs for self-respect, self-esteem and the esteem of others.

- Self-actualization needs - the need for self-fulfillment.

The second and most central point of Maslow's theory is that people tend to satisfy their needs systematically starting with the basic physiological needs and then moving up the hierarchy. Appleby (2014) indicated that Maslow's theory of motivation claims that human motives develop in sequence according to five levels of needs. This theory therefore assumes that needs follow in sequence and when one need is satisfied it decreases in strength and the higher need then dominates behavior; hence a satisfied need is not a motivator. He added that attempts made to test the validity of Maslow's ideas indicated that people do not necessarily satisfy higher order needs through their jobs or occupation. He also indicated that Maslow viewed satisfaction as a motivator and this is not directly related to production. According to Alderfer as cited in Cole (2016) argued that individual needs were better explained as being on a continuum rather than in a hierarchy. He considered that people were more likely to move up and down the continuum in satisfying needs at different levels. Cole (2016), however, concluded by stating that the theory has provided a useful framework for the discussion of the variety

of needs that people may experience at work, and the ways in which their motivation can be met by managers.

Considering Maslow's needs hierarchy theory in relation to public sector workers, one can argue that workers require better salaries, better conditions of service, better level of recognition, and good interpersonal relationship with their superiors and colleagues for them to achieve self-actualization needs. The implication of this theory to the study is that, if all needs are met public sector workers would be satisfied and be motivated to stay in their jobs.

2.3.2 Herzberg's Two-Factor Theory

Herzberg et.al (1959) categorized motivation into two factors, motivator and hygiene. Motivator factors are intrinsic to the job content and responsible for adding meaning to the work. It comprises of factors like feeling of achievement, prospects of career growth, increased responsibility, decision taking roles, interesting work, rewards and recognitions etc. It is important to understand that absence of motivation doesn't lead to dissatisfaction, but their presence certainly causes satisfaction. The Hygiene factors are the needs that are required for employee satisfaction and their elimination would certainly result in lack of motivation or dissatisfaction. However, even when they are adequately present, the employee's level of motivation is only neutral. These factors include pay, working conditions, supervision, job security HR policies, work schedule, paid leaves and interpersonal relationships. Motivators are stemming from the intrinsic context of a job whiles hygiene are stemming from the extrinsic context of the job. The key difference between motivator factors and Hygiene factors is that whereas motivators bring about positive satisfaction, hygiene factors try to prevent dissatisfaction.

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Herzberg's theory has been criticized by other researchers. One criticism is that Herzberg's theory omitted other behavioural criteria such as performance, absenteeism and labour turnover; another is that he only concentrated on satisfaction and dissatisfaction (Appleby, 2014). Supporting Appleby's position, Cole (2016) indicated that some social scientists less received Herzberg's theory on the grounds of doubts about:

- their applicability to non-professional groups

- his use of the concept of job satisfaction, which they argued is not the same as motivation.

The understanding of this theory is that even if motivators are absent and hygiene factors are provided for, workers will still not be satisfied with their jobs likewise will it be if motivator factors are provided and hygiene factors are not available, workers will show signs of dissatisfaction. Both must be available to bring about satisfaction and prevent dissatisfaction respectively.
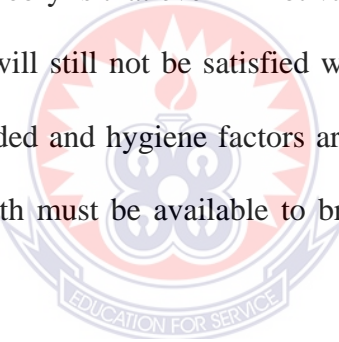
2.3.3 Vroom's Expectancy Theory

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). The expectancy theory in its basic form deals with choosing behaviour that can lead to desired rewards. The theory states that individuals evaluate various strategies of behaviour and then choose the behaviour they believe leads to those work-related outcomes or rewards that they value, for example, pay increase, opportunities for promotion and recognition. Rewards may be either positive or negative, the more positive the reward the more likely the employee will be satisfied and highly motivated. Conversely, the more negative the

reward the less likely the employee will be satisfied and motivated. This implies that if an employee believes that working hard will lead to positive reward then this behavior will be the option the employee will choose and vise-versa. A close review of all theories of human motivation reveal a common driving principle that people do what they are rewarded for doing.

2.4 Job Satisfaction

Job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. According to Locke (2009), job satisfaction is a state of emotional gladness, results from the achievement of the goals that one get through performing his part of contribution inside an organization. Rue and Byar (1986) refer to job satisfaction as an individual's general attitude towards the job he/she performs. Schultz and Schultz (1998) also defined job satisfaction as the positive and negative feelings and attitude which an individual holds about his/her work. According to Ramayah et.al (2011); Job satisfaction explains why employees are buoyant to come to work and how they get enforced to perform their jobs. Other researchers narrate job satisfaction as being the outcome of the worker's appraisal of the extent to which the work environment fulfillment the individual's needs (Dawis & Lofquist 2014). According to (Khan2016), job satisfaction also blends with psychological and environmental effect of the job.

It has been assumed by organizational behaviour research that individuals who express high satisfaction in their jobs are likely to be more productive, have higher involvement and are less likely to resign than employees with less satisfaction. Gupta &

Joshi (2018) in their research have established connection between the job satisfaction and work inspiration, productivity is an outcome of satisfaction and productivity can be taken as indicator of satisfaction. Employees spend most of their time at workplace, hence there is the need for satisfaction at that place, Rao (2015) in his study indicated that job satisfaction acts as a motivator.

Spector (2007) noted that the causes of job satisfaction can be grouped into two main categories. The first category is the job environment and factors associated with the job. This includes how people are treated, the nature of job tasks, relations with other people in the work place and rewards. The second category is the individual factors that the person brings in the workplace; this includes both personality and prior experiences. These two categories often work together to influence an employee's job satisfaction. The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job, however, what makes a job satisfying or dissatisfying does not depend only on the nature of the job, but also on the expectations that individuals have of what their job should provide. Job satisfaction results from the exchange of personal factors, such as principles, character, and opportunity with employment factors such as the impression of the work situation and the job itself (Davies et al., 2016). Positive attitudes towards the job are equivalent to job satisfaction, whereas negative attitudes represent job dissatisfaction. Job satisfaction is a complex phenomenon and depends on many work-related as well as personal factors, that means, personal factors such as age, gender, and job experiences as well as the characteristics of the job influence a person's degree of job satisfaction (Bassy, 2012).

According to Molander (2016), individuals may be satisfied with some aspect of their work and dissatisfied with others. However, all attitudes are not measured by the overall job satisfaction, therefore, it might be of use to break down an individual's attitude towards his/her work as a whole into attitude held towards single facets of the job such as pay, security, social conditions, and so on. In other words, since the overall job satisfaction does not measure all positive and negative attitudes of a person towards his/her work, it would be of avail to measure single facets of job satisfaction (Bassy, 2012).

Velnampy (2018), in his study on job attitude and employees performance concluded that job satisfaction contains positive influence on the performance of the employees as it enhances job involvement and the higher performance also makes people feel more satisfied and committed to the organization. The satisfaction and performance of the employee works in a cycle and are interdependent, job satisfaction and involvement of the employee leads him to have high levels of performance.

The level of job satisfaction is determinant by how motivated an employee is, and that will in turn determines whether he stays or leaves. Cohen (2013) discussed the evidences from theoretical as well as empirical studies, that turnover intentions represented a reliable indicator of actual voluntary turnover and were heavily influenced by job satisfaction. Meyer and Herschovitch (2011) argued that when employees were dissatisfied with their jobs, their desire to remain in their organization started to erode. Fried and Ferris (2007) studied that job satisfaction was dependent on the nature of the job itself, which integrated job challenges, autonomy, skill variety and job scope, best predicted overall job satisfaction, and other important outcomes like job retention. Thus,

to comprehend what made people to be satisfied with their jobs, nature of job itself was one of the first places for researchers to spotlighting. There was an emerging interest amongst the human resource researchers and professionals to find a degree to which employees were satisfied with their jobs, and more usually in comfort at job.

2.5 Teacher Attrition

The apparent fact of teacher attrition has been a worry to school authorities and policy makers in both developed and developing countries. Several causes of teacher attrition have been identified in the literature. Some theoretical work has shown that one of the causes of the high rate of teacher attrition is the level and type of human capital accumulated by teachers, Guarino, Santibaflez, Daley, & Brewer, (2014 p. 34). Brewer (2006) indicated that teachers with university degrees or with degrees in "high market value" subjects such as economics, accounting, marketing, administration and science typically leave teaching for jobs in non-education fields at higher rates than others. For such teachers, the opportunity cost of staying in the classroom is higher than teachers with skills and knowledge less well-rewarding outside the teaching profession. Job satisfaction or dissatisfaction is often cited and rendered important in both research on teacher attrition and teacher retention (Stockard & Lehman, 2014). Connolly, (2010) and Ingersoll (2013) tried to understand the high teacher turnover rate among graduate teachers by investigating the reasons and causes behind both teacher retention and teacher attrition. They found that the common problems identified by the majority of teachers include; Poor working conditions of service and Low salary and inequitable pay.

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Research by Brewer (2006) on poor salary, confirmed that higher wages reduce teacher quit propensity.

An additional important revelation has been that teachers' decisions whether to stay or leave the teaching profession are extremely influenced by their age. The relationship between teachers' age and their turnover has been found to follow a U-shaped curve. This means the rate of teacher attrition is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure (Bobbitt et al., 2004; Grissmer & Kirby, 2007).

However there is overwhelming evidence in contemporary educational research about teacher retention/attrition, that the main factors that affect teacher retention/attrition are job satisfaction, salary levels, working conditions of service and community perception about teaching profession (i.e. respect given to teachers) all these contribute to make the total rewards system. These, in combination with other factors, influence teachers' decisions to stay in teaching profession or leave.

The reasons for which employees leave the organization may be personal or professional; employees do not leave an organization without any significant reason. A number of factors have been articulated in order to explain the reason employees leave one organisation for the, Abassi & Hollman (2015) highlights some of these reasons as hiring practices, management style, lack of recognition, lack of competitive compensation system, toxic workplace environment. Others include lack of interesting work, lack of job security, lack of promotion and inadequate training and development

opportunities, job and personality mismatch, no growth opportunities, lack of trust and no support and coordination among co-workers, work life imbalance. These variables can be broadly classified into intrinsic and extrinsic motivational factors. Earlier studies indicated that young employees are more interested in payment, advancement opportunities and time off. Such differences may reflect stages in the career plan or generation differences. Additionally, there are often gender differences within demographic groups e.g., young females may want different things from what young male want (Beck 2011). The implication of this therefore is that management should not rely only on intrinsic variables to influence employee retention; rather a combination of both intrinsic and extrinsic variables should be considered as an effective retention strategy.

2.6 Employee/Teacher Retention

Retention is the act of retaining; keeping possession of or continuing to have. Retention as human resource management strategy is the act of retaining employees. In human resource management literature one of the main issues is that employers should retain human resources in order to obtain competitive advantage (Storey, 2015; Lindmark and Onnevik, 2016). There are many reasons for this to be true but two main factors are mentioned here. First, knowledge workers are relatively scarce in quantity. Second, the knowledge and expertise these workers possess are vital for organization's competitiveness. Therefore, it is not unexpected to view retention as being strategic importance because of the potential return on employee's expertise in the long term

(McGovern, 2005). Treating staff as a long term resources focuses on carefully retaining their knowledge.

Retention of knowledge workers is critical to organization's survival and profitability now that the world has become a global village. In this new world of information age, organizational profitability and individual wellbeing are connected to how well knowledge can be refined into creating competitive advantage.

The perception of the teacher in the Ghana Education Service in relation to alternatives affects a teacher's propensity to change jobs (Mereku, 2010). This statement indicates that retention is highly dependent on either developing a motivating work environment or decreasing alternatives. The latter is not achievable and the focus should, therefore, be on retention strategies. Frank and Taylor (2013) argue that there is no issue of greater importance than employee retention and is a growing concern for many employers. To understand what encourages commitment and the retention of teachers, it is relevant to understand motivational factors since motivation is a central field of human resource management (Lindmark & Onnevik, 2015).

Retention is a complex concept and there is no single technique for keeping employees with a company. In literature, retention has been viewed as "an obligation to continue to do business or exchange with a particular company on an ongoing basis" (Zineldin, 2010). A more detailed and recent definition for the concept of retention is "customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions" (Stauss, Chojnacki, Decker & Hoffman, 2011). Studies have also indicated that retention is driven by several key factors, which

ought to be managed congruently: organizational culture, communication, strategy, pay and benefits, flexible work schedule and career development systems (Logan, 2010). As a result, employees are now making strategic career moves to guarantee employment that satisfy their need for security. On the other hand, employers have a need to keep their stuff from leaving or going to work for other companies. In fact, companies that offer employee development programs are finding success with retaining workers (Logan, 2010). This is true because of the great expenses associated with hiring and retraining new employees. In fact, literature on employee retention shows that wooing existing employees through employee development or talent management programmes costs less than acquiring new talents, as organizations know their employees; their wants & desires; while the initial cost of attracting the new employees has already been expended (Logan, 2010). The literature on employee retention clearly explains that satisfied employees who are happy with their jobs are more devoted for doing a good job and look forward to improve their organizational customers' satisfaction (Denton 2010). Employees who are satisfied have higher intentions of persisting with their organization, which results in a decreased turnover rate (Stauss et al. 2011).

In economic labour market theory suggests that the willingness of individuals to obtain the necessary qualifications and work as teachers depends on the desirability of the teaching profession relative to alternative opportunities. Teachers compare the overall compensation, benefits, work life, performance & recognition and development & career opportunities offered by Ghana Education Service with that offered by other organizations for job attraction. There is therefore the need to in policy development to

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come out with policies for equal work for equal pay to be able to achieve teacher retention purposes.

2.7 Teachers Working Conditions of Service

Working conditions of service of teachers have play a substantial role in decisions of the teachers to leave teaching in Ghana Education Service, and they contribute to decisions to leave the profession altogether. National survey data (school census, 2013) shows that teachers who plan to remain in teaching are highly sensitive to their perceptions of their working conditions. The proportion of teachers who report that they plan to remain in teaching as long as they are able, are strongly associated with how teachers feel about the working conditions of service, resources and influence over government policies in Ghana Education Service. There are large differences in working conditions that affect graduate teachers. Some studies have found that teacher attrition seems related to the demographic characteristics of teachers, for example age (Bobbitt et al., 2004; Grissmer & Kirby, 2007). It is due to these poor working conditions, poor salary, poor motivation, lack of job satisfaction, inequitable wages that continue to increase high turnover of teachers especially the young graduate teacher whose job searching has been enhanced. Significantly worse working conditions including poorer facilities, less availability of resources and larger class sizes that teachers are significantly more likely to say they plan to leave Ghana Education Service soon because of these poor working conditions.

Working condition is a key to understanding the teaching profession in the world today (Mereku, 2010). Identifying what makes the teaching profession attractive and

retains the teacher in the service, is vital. Working conditions must be viewed as a whole in order to build up a proper understanding of what teachers do, how they do it as well as how much they are paid to do what they do, will give a clear picture of why teacher attrition rate is on the increase. The need to ensure sufficient numbers of graduate teachers and appropriately qualified teachers has been the subject of debate in educational sector in developing countries (Karikari, 2007). Conditions of employment have a direct bearing on the flows of teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of employment.

2.8 Effect of Motivation on Retention of Workers

Luthans (2018) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. For any organization to be effective, managers need to understand what motivates employees within the context of the roles they perform. He went on to indicate that of all the functions a manager performs, motivating employees is arguably the most complex; this is due, to the fact that what motivates employees 'changes constantly. Pratt (2016) also indicated that to make effective use of manpower, management should not only understand how people behave but also why they exhibit certain behavior patterns at their work place.

Chaminade, (2017) defined Retention as a voluntary move by an organisation to create an environment which engages employees for a long term. According to Samuel and Chipunza (2009), the main purpose of retention is to prevent the loss of competent employees from leaving the organisation as this could have adverse effect on productivity

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and profitability. However, retention practices have become a daunting and highly challenging task for managers and Human Resources (HR) practitioners. The retention of employees in an organization is very significant to the development and the accomplishment of the organization's goals and objectives making the retention of employees a vital source of competitive advantage for any organization. Studies have indicated that retention is driven by several key factors, which ought to be managed congruently: Organizational culture, strategy, pay and benefits philosophy, and career development systems (Fitzenz 2010). Issue of employee retention affects the performance of the entire company; the ability to keep good employees is rapidly becoming a critical competitive weapon. Organizations are realizing that their people are, by far, their most important asset, and this simply means when workers are satisfied with their work and their working conditions they will be willing to stay longer in their organization to help achieve the organizational goals.

One of the traditional ways of managing employee retention and turnover is through organisational reward system. William and Werther (2016) explain reward as what employees receive in exchange for their contributions to the organisation. This reward could come in form of salary, promotion, bonuses and other incentives. When the reward system is effectively managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce. If employees perceived they are inadequately rewarded, it is often likely that they will leave; and replacement can be costly and in most cases not readily available.

Literature on employees retention again show that attracting existed employees costs less than acquiring new talents as organizations know their employees and what

they want, and the initial cost of attracting the new employees has already been expended (Davidow & Uttal, 2011). The employees who stay for a longer duration are familiar with the company policies, guidelines as well as rules and regulations and thus can contribute more effectively than individuals who would not stay long. It has been observed that individuals sticking to an organization for a longer span are more loyal towards the management and the organization; it is essential for the organization to retain the valuable employees showing potential, every organization needs hardworking and talented employees who can really come out with something creative and different. No organization can survive if all the top performers quit; it is essential for the organization to retain those employees who really work hard and are indispensable for the system.

Employees retention also attain benefits such as customers satisfaction, better service, lower costs (Reichheld, 2015), lower price sensitivity, positive word-of-mouth, higher market share, higher productivity and higher efficiency (Zineldin, 2010). Literature on employee retention clearly explains that satisfied employees who are happy with their jobs are more devoted to doing a good job and vigorous to improve their organizational customers satisfaction (Hammer 2010). Employees who are satisfied have higher intentions of persisting with their organization, which results in decreased turnover rate.

Hart and Johnson (2015) suggested that, in some cases, service suppliers may be unable to retain even those employees who are satisfied. Thus, satisfaction itself may not be sufficient enough to ensure long-term workers commitment to an organization. Instead, it may be essential to look beyond satisfaction to other variables that strengthen retention such as conviction and trust. This explanation is consistent with Morgan and

Hunt (2014) research on marketing channel, which shows that organizations often look beyond the concept of satisfaction to developing trust and ensure long term relationships with their employees. This fact is based on the principle that once trust is built into a relationship, the probability of either party ending the relationship decreases because of high termination costs. Studies indicate that employees stay when they have strong relationships with others with whom they work (Clarke 2011). This explain the efforts of organizations to encourage team building, project assignments involving work with colleagues and opportunities for interaction both on and off the job.

Other studies indicate that effective communications improve employee identification with their agency and build openness and trust culture. Increasingly, organizations provide information on values, mission, strategies, competitive performance, and changes that may affect employees enthuse to stay (Gopinath &Becker 2010).

Zurn et al. (2015) stress that policy-makers and managers must strive to recruit people to the workplace and encourage them to stay in their posts and perform to an acceptable standard. It is within this context that policy-makers, planners and managers have turned their attention to using incentive systems to improve the recruitment, motivation and retention of workers.

2.9 Retention Strategies

Retention strategies strengthen the ability of businesses to attract and retain their workforce; a strategic approach to employee retention may include adopting effective methods of engagement, safe and healthy workplaces and creating flexible work

arrangements. Retention practices help create an inclusive and diverse workforce where barriers are reduced and individuals can carry out their duties in an acceptable manner.

Abelson and Baysinger (2014) have suggested that an effective human resource management strategy should balance the cost of replacing the employees who leave against the cost of retaining those who stay. Since it is generally more expensive to replace highly productive employees than to replace weak performers (Cascio, 2012), a cost-effective human resource management strategy will attempt to minimize turnover among strong performers. Furthermore, since all employees will eventually leave an organization, the strategy should induce new employees who perform well to stay longer while encouraging weaker performers to leave at earlier seniority (Peter & Sheridan 2008).

Empirical studies have shown that workplaces that demonstrate the value they place in their employees and that put into place policies and practices that reflect effective retention practices will benefit, in turn, from worker commitment and productivity. Creative strategies that go beyond pay and benefits can be employed to attract and retain employees, Recognition, flexible work arrangements, work-life balance, employee engagement, health and safety, communication, workplace diversity, formal wellness programs, inclusion and employee development are some examples of approaches that can become a part of the mix when developing retention strategies (Kinnear & Sutherland, 2011)

Numerous studies explain the importance of high employees' involvement and how it could enhance their retention (Arthur 2014). Flexible work schedules and assistance programs need to be considered, however, only a small share of the workforce

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takes advantage of them (Perry Smith & Blum 2010). Terborg and Lee (2004) found that the variation in annual turnover rates across organizations was related to local labor market conditions and the demographic characteristics of employees but that organizational climate variables had very weak relationship with turnover rates

Fitzenz (2100) discussed retention strategies such as organizational culture, strategy, pay and benefits philosophy, and career development systems. This can be categorized into five points namely; Compensation, Growth, Support, Relationship and Environment.

Compensation: Compensation is an important motivator when the employer rewards the employee for his achievement of the desired organizational results. The employees in the organization expect compensation as the motivation strategy for their personal benefits. Compensation includes salary and wages, bonuses, benefits, prerequisites, stock options, bonuses, vacations.

Growth: Growth and development are the integral part of every individual's career. If an employee can not foresee his path of career development in his current organization, there are chances that he will leave the organization as soon as he gets an opportunity. The important factors in employee growth that an employee looks for himself are:

- Work profile: The work profile on which the employee is working should be in sync with his capabilities. The profile should not be too low or too high.

- Personal growth and dreams: Employees responsibilities in the organization should help him achieve his personal goals also.

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- Training and development: Employees should be trained and given chance to improve and enhance their skills.

Support: Management should try to focus on its employees and support them not only in their difficult times at work but also through the times of personal crisis. Management can support employees by providing them recognition and appreciation.

Relationship: management should provide employee supportive work culture, in terms of professional and personal relationship. This includes respect for the individual, mentorship and coaching, promoting loyalty.

Organizational Environment: this include, culture, values, company reputation, quality of people in the organization, employee development and career growth, risk taking, leading technologies, trust. Types of environment the employee needs in an organization include,

- Learning environment: It includes continuous learning and improvement of the individual, certifications and provision for higher studies, etc.

- Support environment: Organization can provide support in the form of work-life balance. Work life balance includes, flexible working hours, leave, alternate work schedules

- Work environment: It includes efficient managers, supportive co-workers, challenging work, involvement in decision-making, clarity of work and responsibilities, and recognition.

Few teachers leave the teaching service without due reason, be it either work related (internal) or personal (external) or even both. Personal reasons for leaving the service,

include wanting to spend more time with friends and family or having to move since a spouse has a new job located in a different conurbation. The Ghana Education Service has no control over such reasons, but can tackle internal issues such as pay systems or development opportunities. Wright 2016) after extensive work on employee retention finds that teachers are retained when there is an integration of rewards system in the work environment. This shows that there are numerous factors to consider when working with graduate teacher retention. The rewards Ghana Education Service offer graduate teachers affect how motivated the teacher is to stay within the service (Karikari, 2017). Karikari asserts that when Ghana Education Service gives the most rewards tend to retain the graduate teacher. Some recommended retention strategies useful to retaining graduate teacher include; increases in salaries, benefits, better working conditions and various forms of rewards in addition to study leave with pay and the bond system. Ghana Education Service should influence elements of overall compensation to bring supply in line with demand for teachers.
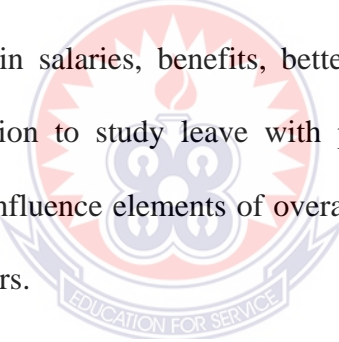
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and procedures adopted in carrying out the research on the topic under study. The procedures adopted included research design, population and sample size, research instrument, data collection method and analysis of data.

3.1 Research Design

According to Kothari, (2004) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This is essentially the what, when, why and by what means of the research.

The research design was a descriptive survey. This involves the collection of data in order to elicit information and answer questions concerning motivational packages on the retention of employees at Ghana education service. The survey design allowed the gathering of information from a large population and also allowed for generalization of results due to its allowance for large sample sizes (Babbie, 2009). The survey design usually allows the researcher to gather information from a large population, is less expensive and coding of information gathered is not difficult since standardized questionnaire was used. This design was employed to help the researcher to examine factors contributing to motivation and retention at Ghana Education Service.

3.2 Population

Kumekpor (2002) stated that population is the total number of all units of the phenomenon to be investigated that exists in the area of investigation. It thus relates to all possible observations of the same kind. The targeted population of the study was all the JHS teachers of the Asante Akim Central Municipality.

3.3 Sampling

A sample is a smaller group or sub-group obtained from the accessible population (Brynard & Henekom, 2006). This sub-group is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject or respondent. The sample for the study was drawn from Junior High School teachers in the Asante Akim Central Municipality which consist of twenty-one Junior High Schools. In all there were one hundred and twenty-two teachers in the schools.

3.4 Sampling Techniques

In selecting the teachers from the school, simple random sampling was employed. This ensured that all teachers had an equal chance of being selected. Altogether, 80 teachers were selected for the study. The researcher selected 10 junior high schools and administered questionnaires directly to the schools due to proximity. The researcher made prior arrangement with the respective school heads at different time to meet with the staff.

3.5 Research Instrument

The instruments used for the data collection was questionnaire. The researcher used a set of self-generated and administered questionnaire directed towards teachers. Close ended questions were used in developing the questionnaire. Closed ended items were developed for they allow easier and accurate analysis of the data. They also made numerical comparison relatively easy while allowing a high degree of respondents objectivity. They also reduced the problem of falsification. The introduction of the questionnaire deals with brief introduction in respect of ensuring confidentiality and gathered more candid and objective replies. The questionnaire was made up of four sections. The part 'A' consists of items seeking information on respondents' demographic data in respect of gender, age, marital status and how long they had been in the service. Part 'B' dealt with motivational strategies for employees at GES. Part 'C' dealt with whether motivational strategies able to retain employees at GES among others and section factors that account for teachers leaving GES.

3.6 Data Collection Method

The researcher took an authorization letter from the Department of Educational Leadership, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Kumasi before embarking on the study. A teacher each was selected from each of the selected Junior High Schools to facilitate the distribution of the questionnaire. Prior to administering the questionnaire to teachers, permission was sought from heads of the schools. Headmasters and headmistresses granted permission for the teachers to participate in the study. Surveys were administered to teachers in order to assess effects

of motivational packages on the retention. The questionnaires were administered by the researcher herself. The respondents were given two weeks period to fill the questionnaires before they were collected. The researcher was able to retrieve all the questionnaires.

3.7 Validity of the Instrument

The validity of instrument is the extent to which it measures what it is supposed to measure. According to Bernard (2005), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The study instrument was content-validated. Creswell (2003) posits that content validity is determined by expert judgment. My supervisor scrutinized the instrument to find out whether it addressed all the possible areas that were intended to measure, ensured its appropriateness, completeness and accuracy. The questionnaires were relied upon to determine whether items in the instrument were adequately represented of all the areas that were under the investigation.

3.8 Reliability of Instruments

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Bryman, 2012). To obtain reliability of the instrument, a pilot study was conducted for 15 teachers in the municipality. Responses were reviewed for consisting, compared with other submissions and item by item scrutiny of the responses did not show any evidence that the respondents did not understand any of the

items. To ensure validity of the instruments an alpha value of 0.05 ($\lambda=0.05$) before It was administered. The purpose was to ensure that abnormalities were collected so that the items could measure exactly what it was intended to measure Hence, the instruments were considered to offer a large guarantee of validity and reliability.

3.9 Data Analysis

The data obtained from the closed-ended questions was analyzed by the use of descriptive statistics (frequencies and percentages). Percentage and frequencies were calculated. Tables were designed to illustrate the figures. These included averages, percentages, frequencies and total. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). This was done by using Microsoft Excel and Statistical Package for the Social Science (SPSS).

3.10 Ethical Consideration

In studies involving human respondents or participation, ethical issues are bound to arise and this research was not an exception. The ultimate aim of the ethical process is to protect the human dignity of the participation in the study. An application for the approval of this research was submitted to the participating schools and was given approval for the study to be conducted. To protect the identity of the schools, head teachers and assistant head teachers, names were not required in answering the questionnaire. All individuals/respondents were assured of strict confidentiality before the questionnaire was administered.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter is devoted to analysis and discussion of results gathered from the field. Specifically, the analysis focused on data collected from the various respondents within the study area. The analysis was conducted around the thematic areas of the studies namely; the motivational packages at GES, effects of the various motivational packages on employees retention at GES, factors that account for teachers leaving the teaching field and recommendation on how GES could improve its motivational package to retain its core employees.

4.2 Demographic Data of Respondents

Demographic information of respondents comprised of their gender, age, highest level of education and number of years respondents had lived in municipality.

Table 1: Demographic Data of Respondents

Responses	Frequency	Percentage %
Gender		
Male	47	59
Female	33	41
Age		
Below 25 years	3	4
26-30 years	12	15

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31-35 years	28	35
36-40 years	8	10
41-45 years	9	11
46-50 years	11	14
Above 50 years	9	11
Educational Background		
Diploma	33	41
Degree	31	39
Masters	16	20
Marital Status		
Single	31	39
Married	49	61
Number of Years served		
1-5 years	14	18
6-10 years	34	43
11-15 years	18	22
Above 16 years	14	18

Source: field survey, 2022.

Findings from Table 1 shows that 47 (59%) of respondents were males while 33 forming 41% of respondents were females. This clearly shows that there were more male respondents than females. The age distribution of respondents showed that majority of respondents thus 28 (31%) were between the ages of 31-35 years of age while three (4%) were below 25 years of age. Respondents above 50 years represented nine (11%) of sampled respondents. This points to the fact that respondents were fairly young or formed the working population of country and could contribute to the study. Table 1 also shows that 33 (41%) of respondents forming the majority of the population had diplomas, 31 (39%) had degree while 20 (16%) had masters degree. The majority of respondents 34 (43%) had been in the teaching field 6-10 years, this closely followed by respondents 18 (22%) at post between 11-15 years, 14 (18%) of respondents had been at post for less than five years.

4.3 Research Question One: What are the Current Motivational Strategies for Employees at GES?

All organizations are concerned with what should be done to achieve sustained high levels of performance through people, this means giving close attention to how individuals can best be motivated. This section was to find out from respondents the motivational packages for teachers at Ghana Education Service. The responses from participants are depicted in figure 1 below.

**Figure 1: Motivational Packages for Teachers**
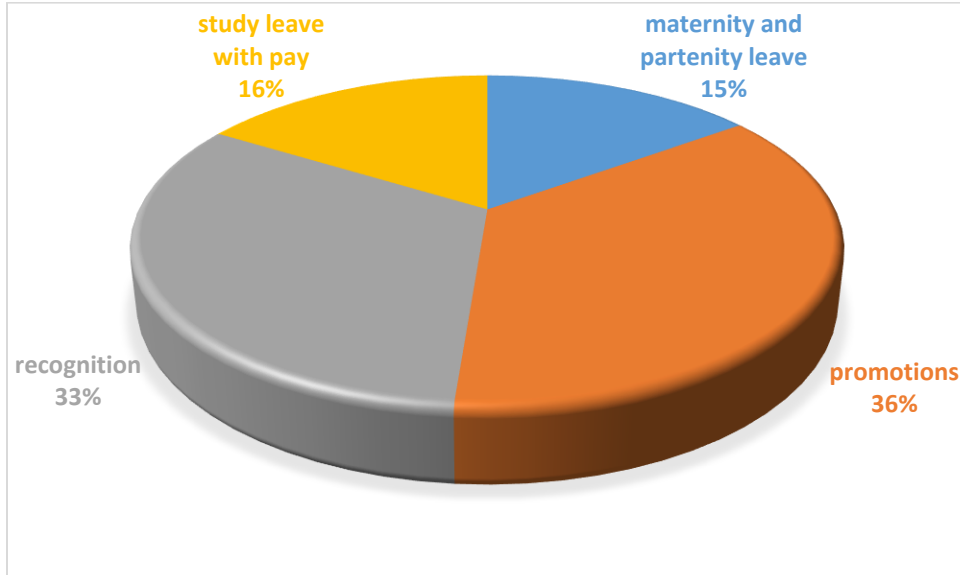
Source: field survey, 2022

From figure 1 above, it is realized that the main motivational packages for teachers at Ghana Education Service are promotions (36%), recognition (33%), study leave with pay (16%) and maternity and paternity leave with pay (15%).

Thirty six percent responded to promotion as being a motivation strategy or package for workers of GES. The next package as depicted on the figure is recognition. This is mostly seen in national teachers day awards. Study leave and maternity and partenity leave with pay followed in that order. Conventional wisdom suggests that in order to retain productive employees, it is necessary to pay them well. Money is the cornerstone of employee retention (Earl 2018). None of the respondents opted for salary as a motivational package. This means all respondents were somewhat not happy with their salaries, a legitimate factor that could lead to staff leaving their jobs for a new one.

The finding confirms part of the literature as it indicated that incentive compensation is one of the strongest motivators for employees in this case teachers. William and Werther (2016) explain reward as what employees receive in exchange for their contributions to the organization. This reward could come in the form of salary, promotion, bonuses and other incentives. When the reward system is effectively managed, it helps in achieving organization's corporate objectives, and maintains and retains a productive workforce. The result of the current study indicates that salary and monetary compensation, job security, good safety measures, employee assistance program and health benefits were not mentioned by respondents which should be a major concern for employers. This corroborates the assertion that what is clearly evident is that, attention must be given to the level of employee motivation if employers are to retain the best of employees to improve the work of the institution (Kreitner, 2019).

Respondents were further asked to describe the salaries they receive at GES. Responses are presented in Figure 2.

Figure 2: Salary Description at GES
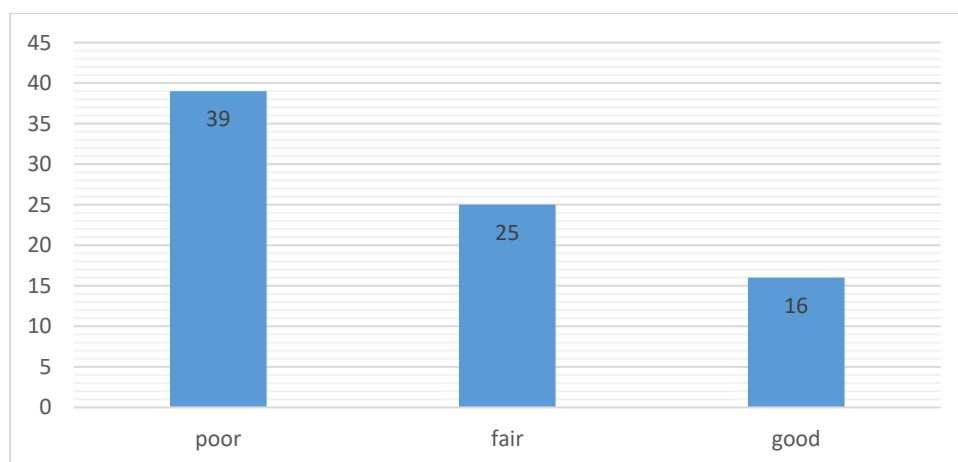
Source: field survey, 2022

The figure shows majority of 39 claimed salaries received at GES are poor, 25 were of the view that they were fair while 16 stated that salaries received are good at GES. Responses from participants corroborates Bobbitt et al., 2004; Grissmer & Kirby, 2007) who posited that poor working conditions such as poor salary, poor motivation and inequitable wages contribute to increase high turnover of teachers especially the young graduate teacher whose job searching has been enhanced. They further opined that in Sub-Saharan Africa, one major challenge that affects those in teaching and work in education units are poor salaries and little or no motivation packages. Moreover, Lancet (2015) opined that poor remuneration has been cited as one of the major "push factors" that drive workers out of public sector organization. This has a corresponding 'pull factor' in the private sector where they offer greater financial rewards to workers.

4.4 Research Question Two: Are The Motivational Strategies Able To Retain Employees At GES?

This section sought to find out from respondents whether the motivational packages at GES are able to retain employees. To achieve this motivational strategies of GES needed to be examined. This construct was measured on a 5-point Likert scale. To accomplish this objective, the descriptive statistics for each of the study indicators were determined. To be specific, the data for each of the study indicators were analysed into means on a mean scale of 1.00 to 5.00 with 1.00 to 2.90 indicating low levels and 3.00 to 5.00 indicating high levels (adopted by Mohammed, 2017; Scott, 2017; Tweneboah-Koduah, 2017). This was done in order to enhance the understanding of the differences that exist among the study indicators.

Table 2: Motivational Packages at GES

Statement	N	Mean	Std. Dev.
Enhanced salaries	80	1.62	1.114
Employeee car loans	80	1.17	1.352
Maternity and paternity leave with pay	79	3.91	0.976
Housing loan schemes	79	1.08	1.545
Promotions	80	4.92	2.029
Recognition	80	3.54	0.854
Fringe benefits	76	1.02	1.001
Accommodation allowance	78	1.03	1.654
Study leave with pay	74	3.45	1.203
Transport and travel allowance on transfer	80	1.02	2.576

Source: field survey, 2022.

Referring to Table 2, respondents were asked whether there were enhanced salaries they expected GES to give, this had a mean score of 1.62 meaning majority of the respondents disagreed or stated 'no' that there were no enhanced salaries they expect GES to give them but their basic pay. When respondents were further asked if they had access to employee car loans, it received a mean score of 1.17. This means this package was rejected by respondents as there is no package of that nature. Furthermore, housing loans (1.08), fringe benefits (1.02), accommodation allowance (1.03), transport and travel

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allowance on transfer (1.02) were all rejected by respondents as motivational strategies at GES. However, maternity and paternity leave (3.91), promotions (4.92), recognition (3.54) and study leave with pay (3.45) were the only ones accepted as motivational strategies at GES.

Conventionally, in order to retain productive employees, it is necessary to pay them well. Money is the cornerstone of employee retention (Earl 2018). Majority (68) of respondents claimed that enhanced salaries is not a motivational package as salaries are not attractive in the education sector and for that matter for teachers under GES. This corroborates the assertion that what is clearly evident is that, attention must be given to the level of employee motivation if staff or respondents are to improve the work of the institution and stay in the field (Kreitner, 2019).

Furthermore, Gupta (2011) posited that while the importance and potential of non-financial incentives is widely recognized, it is important to note that there are limitations to what can be achieved with non-financial incentives alone. Both intrinsic and extrinsic concepts can be used with some effects in designing motivational practices within an organization and in this case GES as motivational packages for staff are woefully inadequate.

Are the motivational strategies able to retain employees at GES?

This section explored the effects of the various motivational packages on employees retention at GES. To answer this question, participants were asked whether they are willing to stay at GES as a result of the motivational strategies available to staff. Out of 80 respondents 18 constituting 23% of respondents stated 'yes'. However, the majority of 42 representing 77% of respondents stated 'no' that motivational strategies at

GES are not good enough to ensure staff retention. Respondents were of the view that these were not enough to retain employees of GES. These respondents further explained that they would look elsewhere when the opportunity comes. Figure 3 illustrates further.

Figure 3: Are Motivational Strategies Able To Retain Employees At GES?
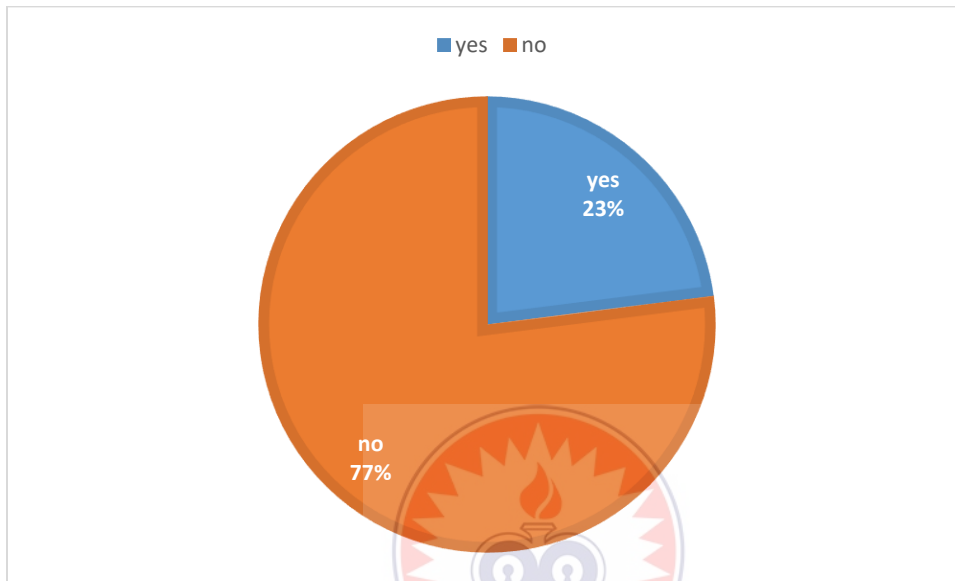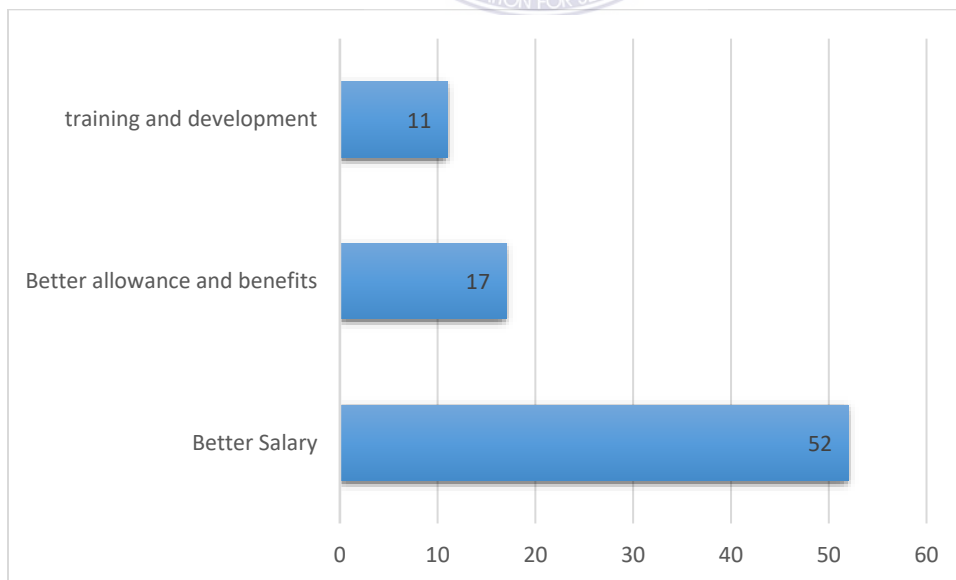

Source: field survey, 2022.

These findings corroborates Jones, et al, (2017) observation that when employees are highly motivated they tend to direct their energies towards meeting organizational goals and to display such optimum level of performance. Conversely, when motivation declines, employees tend to look for another work place for a possible recruitment.

Earls (2018) on the other hand said, that apart from money which is the cornerstone of employee retention, there are that other important strategies that can be used to retain workers. Many on the front line say that retention of professionals is not as simple as offering those new employees fatter salaries, although each of these is part of an overall strategy. Rather, keeping those employees depends on the organization's willingness to reach beyond traditional approaches.

The perception of the teacher in the Ghana Education Service in relation to alternatives affects a teacher's propensity to change jobs (Mereku, 2010). This statement indicates that retention is highly dependent on either developing a motivating work environment or decreasing alternatives. The latter is not achievable and the focus should, therefore, be on retention strategies. Frank and Taylor (2013) argue that there is no issue of greater importance than employee retention and is a growing concern for many employers. To understand what encourages commitment and the retention of teachers, it is relevant to understand motivational factors since motivation is a central field of human resource management (Lindmark & Onnevik, 2015).

In addition, respondents were asked on what will motivate them to stay the teaching profession for the next five years without thinking of leaving. Responses are illustrated in Figure 4.

Figure 4: What will Make Staff Stay at GES

Source: field survey, 2022

Referring to figure 3 above, respondents were asked on what will motivate them to stay in GES for the next five years without leaving, To this, 52(65%) of the respondents said better salary will let them stay in GES for the next five years without leaving the service. 17 (21%) of the respondent said better allowances and benefits will let them stay in the service for the next five years without leaving. The remaining 11 (14%) of the respondents said more training and development will let them stay in the service without leaving the service. The high percentage of the respondent 52 (65%) in favour of better salary confirms a report by the Lancet (2015), that poor remuneration has been cited as one of the major 'push factors' that drives workers out of public sector organization. This has a corresponding 'pull factor' in the private sector where they offer greater financial rewards to workers. More so, this conforms to a research by International Survey Research on Retention Matters (2015), according to the research, employee training and career development is a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills and abilities to better fit in the society and the growing world at large. Failure to do this leave the employee not safe and unsatisfied.

Research Question 3: What Factors Account for Employee Turnover in the Asante Akim Central Municipal?

The third objective of the study sought to find out from respondents factors that account for employee turnover in the teaching field in the Asante Akim Central Municipal. Table 3 explains further.

Table 3: Factors Accounting for Employee Turnover in the Teaching Field

Challenges	Mean	Std. Dev.
Low Salaries	4.76	1.87
Poor condition of service	3.80	.90
Career Development	3.91	1.75
Poor working conditions	3.73	.95
Ineffective leadership	3.67	.93
Relationship with supervisor or head	2.82	1.43

Source: field survey, 2022

Table 3 shows the factors accounting for teachers leaving the teaching field. It is realised from the table that low salaries (m=4.76 SD=1.87), poor condition of service (m=3.80 SD), career development (m=3.91 SD=1.75), poor working conditions (m=3.73 SD=.95) and ineffective leadership (m=3.67 SD=.93) are some of the factors that account for teachers leaving the teaching field. Clearly it shows that most staff of GES are not benefiting from most of the motivational packages and therefore easily leave the field for better areas of work or employment. The responses from respondents corroborates Mereku (2010), who posited that working condition is a key to understanding the teaching profession in the world today. Conditions of employment have a direct bearing on the flow of teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of employment. William and Werther (2016) also explained that reward as what employees receive in exchange for their contributions to the organisation. This reward could come in form of salary, promotion, bonuses and other incentives. When the reward system is effectively

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managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce. If employees perceived they are inadequately rewarded, it is often likely that they will leave; and replacement can be costly and in most cases not readily available. As shown in the Table 3, low salaries and poor condition of services are the major factors affecting employee turnover in the Ghana Education Service. Furthermore, Clarke (2011) indicated that employees stay when they have strong relationships with others with whom they work. This explain the efforts of organizations to encourage team building, project assignments involving work with colleagues and opportunities for interaction both on and off the job, this further explains participants zeal to leave as relationship with supervisors and heads are not the best.

To add to the above discussions, poor salaries, poor condition of services amongst others confirms a report by the Lancet (2015), that poor remuneration has been cited as one of the major 'push factor' that drives workers out of public sector organization. This has a corresponding 'pull factor' in the private sector where they offer greater financial rewards to workers. More so, this conforms to a research by International Survey Research on Retention Matters (2015), according to the research, employee training and career development is a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills and abilities to better fit in the society and the growing world at large. Failure to do this leave the employee not safe and unsatisfied.

The findings of the study supports the literature by Kinnear and Sutherland, (2016) that says creative strategies that go beyond pay and benefits can be employed to attract and retain employees, Recognition, flexible work arrangements, work-life balance,

employee engagement, health and safety, communication, workplace diversity, formal wellness programs, inclusion and employee development are some examples of approaches that can become a part of the mix when developing retention strategies. However all these are not attractive or non-existent at GES accounting high attrition in the field.

According to Abassi and Hollman (2015) the reasons for which employees leave the organization may be personal or professional; employees do not leave an organization without any significant reason. A number of factors have been articulated in order to explain the reason employees leave one organisation for another. Abassi and Hollman (2015) highlights some of these reasons as hiring practices, management style, lack of recognition, lack of competitive compensation system, toxic workplace environment. Others include lack of interesting work, lack of job security, lack of promotion and inadequate training and development opportunities, job and personality mismatch, no growth opportunities, lack of trust and no support and coordination among co-workers, work life imbalance. These variables can be broadly classified into intrinsic and extrinsic motivational factors.

Finally the findings brings to bear Vroom's expectancy theory. The expectancy theory in its basic form deals with choosing behaviour that can lead to desired rewards. The theory states that individuals evaluate various strategies of behaviour and then choose the behaviour they believe leads to those work-related outcomes or rewards that they value, for example, pay increase, opportunities for promotion and recognition. Rewards may be either positive or negative, the more positive the reward the more likely the employee will

be satisfied and highly motivated. Conversely, the more negative the reward the less likely the employee will be satisfied and motivated. This implies that if an employee believes that working hard will lead to positive reward then this behavior will be the option the employee will choose and vise-versa.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary, conclusion and recommendations on the topic effects of motivational package on the retention of employees at Ghana education service. The chapter's contents reflect the representations gained from the data gathered in view of the study's objectives as well as previous studies reviewed in the literature.

5.1 Summary of Findings

The study examined the effects of motivational packages on the retention of employees of Ghana Education Service. Among the issues studied were that it identified and evaluated the current motivational packages at GES, examined the effects of the various motivational packages on employees retention at GES and the factors that accounted for teachers leaving the teaching field. The study was based on the use of questionnaires as data collection instrument. Primary and secondary data were also used. In selecting respondents, the researcher employed simple random sampling technique to select respondents for the study. In all eighty (80) respondents were selected for the study. The major findings of the study are as follows.

5.1.1 Current Motivational Packages at GES

The study revealed the current motivational packages available to staff of Ghana Education Service include promotions, recognition, maternity and paternity leave with pay and study leave with pay.

5.1.2 Effects of Various Motivational Packages on Employees Retention at GES

Another objective of the study was to assess the effect various motivational packages that contributed to the retention of employees at GES. The literature emphasis that retention strategies or packages must be broad and varied to address the variety of workforce at GES. The value of creating diverse strategies should manifest itself through increased employee satisfaction and an increased sense of belonging to the organization. The study showed most respondents were not happy with the motivational packages at Ghana Education Service and were not convinced that the available packages will help retain staff on their jobs. Majority of respondents on the other hand were ready to quit GES when a better opportunity come their way. In short motivational packages at GES have no effect on employee retention. However respondents were of the opinion that when salaries are bettered or improved, when given better allowances and benefits and better training and development they will be motivated to stay.

5.1.3 Factors that Account for Teachers Leaving the Teaching Field

The study revealed that teachers have been leaving the teaching field as a result of low salaries, poor condition of service, inadequate career development, poor working conditions and ineffective leadership in the service.

5.2 Conclusion

In conclusion, given the growing need for organisations to retain its best employees in the face of competition, the findings of the study suggest that certain variables are crucial in influencing employees' decision to either leave or remain in an organization. Such variables include training and development, recognition/reward for

good performance and a competitive salary package. Nonetheless, the importance of other variables should not be under-estimated when formulating a retention policy. It is only a comprehensive blend of intrinsic and extrinsic motivational variables that can enhance retention and reduce the high rate of employee turnover in various organisations like the GES. The empirical results of this study show that the motivation of the workers has advantages to the organization in terms of retaining its viable workforce in the achievement of its goals and objectives. Generally, the findings of this study were found reliable with the studies conducted by other researchers on the contribution of human resource practices related to motivation and retention. Consequently, the worth of present study lies in the reality that it offers a rationale for both theoretical and practical contributions. Theoretically, the findings of this study can add to the existing body of the literature and can serve as a starting point on which future studies can be built. On the practical side, this study can help the top-management decision makers of institutions to enhance the major factors and strategies that may better motivate and retain their workers, thus meeting organizational goals and objectives.

5.3 Recommendations

Taking the findings of the study into consideration, the following recommendations are made to help Ghana Education Service improve on its motivational packages so as to retain its staff. The study revealed that majority of respondents were not satisfied with the mode for training and development or its non-existence. Indeed GES have training and development programmes but they are always paid for by staff which sometimes is a demotivation as staff will prefer to train themselves in other areas and later leave the service altogether.

1. It is recommended that the District Director of Education should embark on training and development programmes for its staff at no cost to motivate staff and above all retain them. Training and development policy in the service should be clearly spelt out when and how staff should be trained and developed for the benefit of the service. In doing this, it is being recommended that views of staff be solicited so as come out with a clear and equitable training and development policy for employees.

2. The study revealed that promotion was one of the packages for employees to which employees agreed to. Therefore, it is being recommended that GES in collaboration with the District Director of Education should establishes a well-structured laid-down promotion system that would ensure that all staff are promoted on time and put on their proper scale. This would avoid a situation where some qualified employees feel they have been unduly delayed in promotion and as a result leave the service.

3. The study revealed that employees of District Director of Education are not satisfied with their current motivational packages. Therefore, it is recommended that GES establishes a well-structured performance management system for its staff. This must bring to bear the indicators of performance against which points can be scored. This would be the bases for performance for all staff to ensure fairness and equity in recognition. There must also be set aside funds to provide allowances and incentive bonuses to reward high performing districts.

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APPENDIX

QUESTIONNAIRE

The questionnaire seeks to explore the effects of motivational packages on the retention of employees at Ghana education service in Asante Akim Central Municipality. The information is needed for purely academic work. Any information provided will be treated with the utmost confidentiality it deserves. Thank you for accepting to be part of the study

Section A: Demographic Data

Please tick or write the appropriate response to each question.

1. Sex: Male ( )   Female ( )

2. Age Range: Below 25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) 41-45 ( ) 46-50( ) Above 50 ( )

3. Marital Status: Single ( ) Married ( ) Widowed ( ) Divorced ( )

4. Number of years in the Municipality: 1-5yrs ( ) 6-10yrs ( ) 11-15yrs ( ) above 16yrs ( )

Section B: Motivational or Incentive Packages at Ghana Education Service

	Yes	No
5. Enhanced Salaries	( )	( )
6. Employee Car Loan	( )	( )
7. Maternity and Paternity leave with pay	( )	( )
8. Housing Loan Scheme	( )	( )
9. Promotions	( )	( )
10. Recognition	( )	( )
11. Fringe Benefits	( )	( )
12. Accommodation Allowance	( )	( )
13. Study Leave with Pay	( )	( )
14. Transport and Travel Allowance on Transfer	( )	( )

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15. Others
    (specify)…………………………………………………………………………

16. Which of the above motivates you the most?

    …………………………………………………………………………………………
    …..

17. How will you describe your salary at GES?
    A. Poor ( ) B. Fair ( ) C. Good ( ) D. Very Good ( ) E. Excellent ( )

18. What will make you stay in GES for the next five years without thinking of

    leaving? (Rank the options provided from most important to least important with

    five (5) being the most important and one (1) being the least important).

    a. Better salary   ( )

    b. Better allowances and benefits ( )

    c. More Training and Development ( )

    d. Accommodation Allowance (   )

    e. Othern   (specify)

       ……………………………………………………………

       ……………………………………………………………………………

       …

19. How does GES reward outstanding performance?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

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20. Are there scholarship and sponsorship package for GES workers to further their education?

> Yes ( )   No ( )

Section C: Effects of The Various Motivational Packages on Employees Retention At GES

21. Do you feel you have the requisite knowledge, skills and abilities to do your job?

> Yes ( )   No ( )

Please tick the appropriate response to each of the following statements. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)

Statement	SA	A	N	D	SD
22. I have received adequate training to do my job					
23. An enabling environment has been created for me to achieve all my targets					
24. I am satisfied with the mode of employee selection for training and development programmes.					
25. I am satisfied with my managers supervision style					
26. I have intention to leave GES					
27. I am looking for better opportunities elsewhere					
28. My basic needs have not been satisfied by GES					
29. I have no intention of leaving GES					
30. All the motivational packages are good enough for me to stay at GES					

Section D: Factors That Account for Teachers Leaving the Teaching Field

Which of the following account for teachers leaving the education service? Please tick the appropriate response by selecting the following responses Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)

Factors	SA	A	N	D	SD
31. Low salaries					
32. Poor condition of service					
33. Career development					
34. Poor working conditions					
35. Ineffective leadership					
36. Relationship with supervisors or heads					

37. What others factors account for teachers leaving the education service?

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38. Which one of the following do you think should be done to retain you as a teacher

in this Municipality? Rank in order of preference from (1 to 5).

    I.   Free accommodation for teachers ( )

    II.   Teachers participation in decision making of the school ( )

    III.   School community relationship should be cordial ( )

    IV.   Free education for children ( )

    V.   Incentive ( )