

**WORK MOTIVATION AND JOB SATISFACTION
AMONG KINDERGARTEN TEACHERS OF
PUBLIC SCHOOLS IN THE GA EAST
MUNICIPALITY**

**A THESIS SUBMITTED TO THE DEPARTMENT OF FAMILY AND
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BY

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DEDICATION

To my family Mr. George Ofori-Pusuo, Madam Florence Akuamoah, Frederick Ofori-Pusuo and Mr. Clement Osei Koranteng for their love and support.



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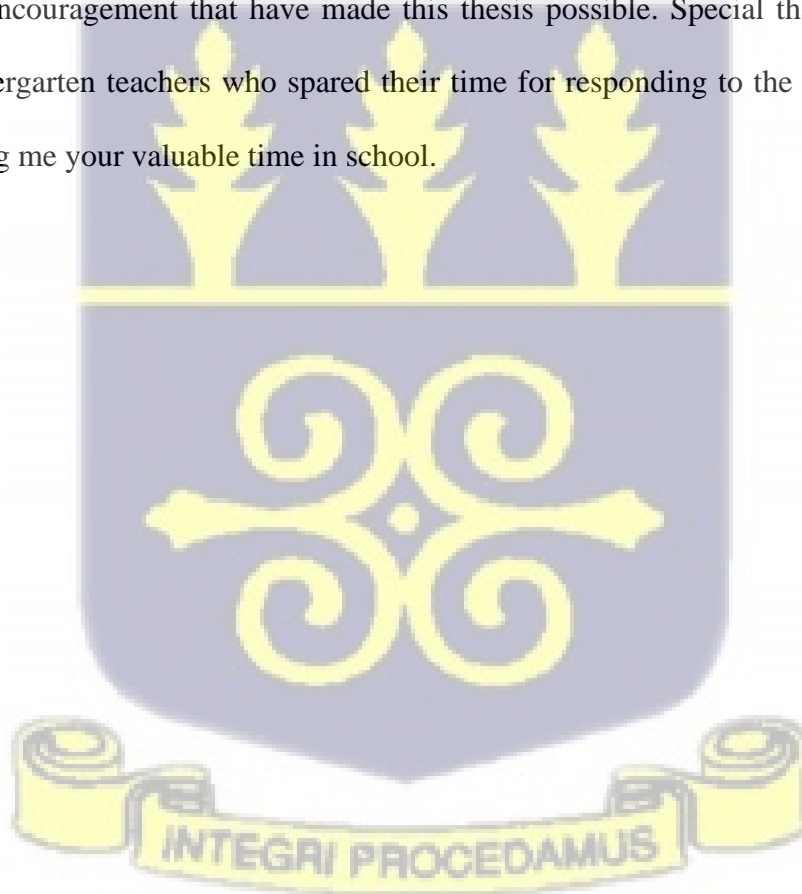


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ABSTRACT

Motivation for teachers has become an important issue in the modern era given their significant responsibility of imparting knowledge and skills to learners. Early childhood segment of education is aimed at caring for and nourishing all dimensions of life of children to enhance all-inclusive development. The aim of this research was to look at the self-reported motivation and job satisfaction among teachers in public basic school, particularly kindergarten teachers. The study employed a qualitative research approach. A purposive sampling method was used in the selection of kindergarten teachers. Twenty-five participants were engaged for in-depth interviews using interview guides which lasted between 30 to 60 minutes per participant in selected public basic schools in the Ga East Municipality.

From the transcription of data collected, the major themes highlighted included the motivational factors, Challenges, satisfaction level and the intentions to remain, change or leave the job. Findings indicated that teachers' motivation was influenced by both intrinsic and extrinsic factors. All participants were intrinsically motivated however they were dissatisfied with the extrinsic factors. Challenges faced by these teachers included lack of respect and stigmatization from fellow teachers, inadequate TLM's; lack of recognition/delay promotion, poor learning environment and heavy workload. Majority of the participants had intentions to change from teaching at the kindergarten level to a higher grade or if possible quit if they can secure better job opportunities, yet they still remain on the job.

In conclusion, Kindergarten teachers did face enormous challenges that affected their job satisfaction negatively. However, their inner desire and passion towards teaching has motivated them to remain on the job. It is imperative for governments and all stakeholders to consider the

peculiar needs of teachers particularly those at the kindergarten level because that is the important stage in every child's development.



LIST OF ACRONYMS

AMA-	Accra Metropolitan Assembly
CESP-	Country's Educational Strategy Plan (2010)
DFA-	Dakar Framework for Action,
ECDC-	Early Childhood Development Centers
ESRC-	Economic and Social Research Council
EFA-	Education for All
GEMA-	Ga East Municipal Assembly
GES-	Ghana Education Service
GUSS-	Ghana Universal salary structure
GWMA-	Ga West Municipal Assembly
LaNMA-	La-Nkwatanang Municipal Assembly
MDGs-	Millennium Development Goals
SHS-	Senior High Schools
SSSS-	Single Spine Salary Structure Fund
UNESCO-	United Nations Educational, Scientific and Cultural Organization
TLM-	Teaching and Learning Materials

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

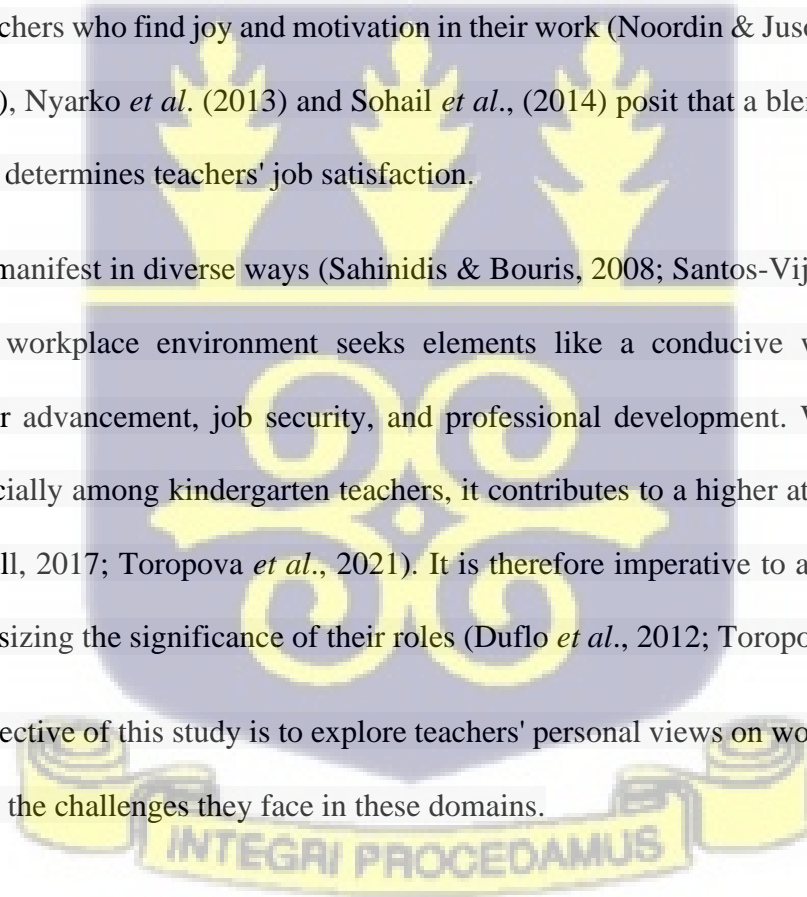
Employment plays a pivotal role in individuals' lives, influencing their personal satisfaction and the relationships they foster (Griffin, 2010; Tayyar, 2014). The World Bank emphasizes that a nation's prosperity and welfare are shaped by its quality of human capital, which hinges on the utilization of knowledge and technology. This holds true for kindergarten teachers who significantly mold the futures of their students (Griffin, 2010; World Bank, 2004). It is universally acknowledged that education paves the path for development, promoting individual opportunities, health, and societal engagement (Education for Development, 2008; The Schwab Foundation, 2017). This understanding has led to a surge in parents recognizing the manifold advantages of education, ensuring they prioritize their children's schooling (Asare & Nti, 2014).

Education is a continuous process of behavioral development and change throughout one's life (Osborn et al. 2015). Teachers, given their significant societal value, play a central role in this evolution due to their profound influence. Their passion, moral values, and commitment greatly shape students' lives. The emphasis on teacher motivation is particularly vital in kindergarten education, given the responsibility of imparting knowledge and skills at this formative stage (Lochner, Wieser, & Mischo-kelling, 2012). The importance of enhancing teacher motivation is further underscored by the goal of early childhood education: to holistically nurture young children's overall development (Guajardo, 2011). Recognizing the foundational significance of early years, from birth to 8 years, is essential, as these years set the groundwork for later life.

Teachers who are enthusiastic about professional improvement and anticipate deserved rewards serve as catalysts for positive change within educational institutions (Toode *et al.*, 2011; Wilson, 2013). However, when teachers lack motivation, it can undermine the achievement of stringent academic goals, leading to job dissatisfaction (Ho *et al.*, 2009). Issues like poor quality of teacher work life, high turnover rates, diminished morale, and lowering standards for teaching recruits challenge the education delivery system (Jenaibi, 2010). In the context of basic education, teacher job satisfaction is a cornerstone, playing an indispensable role in the system's overall health (Dartey-Baah, 2011). Challenges to teacher job satisfaction can compromise Ghana's ambitions for its early education (Osborn, *et al.* 2015). Schools' success and productivity hinge on kindergarten teachers who find joy and motivation in their work (Noordin & Jusoff, 2009). Dvorak & Philips (2001), Nyarko *et al.* (2013) and Sohail *et al.*, (2014) posit that a blend of intrinsic and extrinsic factors determines teachers' job satisfaction.

Human desires manifest in diverse ways (Sahinidis & Bouris, 2008; Santos-Vijande *et al.*, 2021). Everyone in a workplace environment seeks elements like a conducive work atmosphere, opportunities for advancement, job security, and professional development. When these needs aren't met, especially among kindergarten teachers, it contributes to a higher attrition rate (Njiru, 2014; McConnell, 2017; Toropova *et al.*, 2021). It is therefore imperative to adequately support teachers, emphasizing the significance of their roles (Duflo *et al.*, 2012; Toropova *et al.*, 2021).

The primary objective of this study is to explore teachers' personal views on work motivation, job satisfaction, and the challenges they face in these domains.



1.2 STATEMENT OF THE PROBLEM

It has been demonstrated that teacher motivation and job satisfaction are predictors of teacher retention, teacher commitment, and consequently, job performance and satisfaction. In industrialized nations, the problem of teacher job satisfaction among various employees has been extensively investigated for more than 60 years, and hundreds of publications have been made. Most research on job satisfaction and work motivation in Ghana's educational system focuses on secondary school teachers, while little attention is paid to kindergarten teachers in elementary schools, especially those in kindergarten. Challenges faced by these teachers at the kindergarten level are rarely documented for policy considerations and subsequent implantation of policies in the best interest of kindergarten teachers. By concentrating on kindergarten teachers in particular, this study aimed to fill this vacuum in the body of knowledge on teachers' work motivation and job satisfaction.

1.3 AIM OF THE STUDY

The aim of the study was to examine kindergarten teachers, particularly in public schools, regarding their self-reported motivations and job satisfaction.

1.4 RESEARCH QUESTIONS

The study was guided by four key research questions, which are as follows:

1. What are the teachers' subjective understanding of motivation and job satisfaction?
2. What factors motivate teachers at the kindergarten level?
3. What satisfaction do teachers derive from teaching kindergarten?
4. Do teachers' motivation and job satisfaction influence their intention to remain on the job or not?

1.5 DELIMITATIONS OF THE RESEARCH

The following were the delimitations of the present study:

- The study's scope was restricted to kindergarten teachers. Since there is a lot of research on teachers at lower, upper, and junior secondary schools, they were not included in the study.
- The Ga East Municipality was the only subject of this study since it had KG courses fairly dispersed across all its schools, in contrast to other municipalities that hadn't yet begun running KG throughout all their schools. Since private kindergartens are administered by people with a desire to run schools for their own purposes rather than by the government, they were excluded from this study.
- In the Ga East Municipality, all public schools participated in the current study, which was qualitative in nature. Since the Ghana Education Service, Abokobi, had promised to give full support for the conduct of the current research, this municipality was chosen.
- The current study was restricted to examining the motivation and work satisfaction of kindergarten teachers in only public schools.

1.6 LIMITATIONS OF THE STUDY

Since a saturation point was reached after interviewing the 25th to 30th respondent, the research did not cover all respondents of the public kindergartens in the Ga East Municipality. The kindergarten teachers chosen were representative of the types of kindergartens found in the Ga East Municipality, Accra.

1.7 SIGNIFICANCE OF THE STUDY

The study would add to the store of existing knowledge on work motivation and job satisfaction among kindergarten or kindergarten teachers in public schools in the Ga East Municipality.

It is hoped that,

(a) the results would serve as empirical data to the Ministry of Education, the Ghana Education Service, Teachers, and Parents to deliberate on issues affecting kindergarten education of which the teacher play a vital role in the administering of knowledge and aiding in the developmental growth of the children.

(b) results would aid in the formulation of policies for kindergarten education especially in public schools in the Ga East Municipality and across the regions in Ghana.

1.8 OPERATIONAL DEFINITONS

Basic Education: Basic Education: The minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem-solving skills as well as skills for creativity and healthy living. In Ghana, this consists of two years of Nursery, six years of Primary and three years of Junior High School education.

Early Childhood Development: It includes services designed for the holistic growth of children between ages 0 and 6 years.

Kindergarten: A programme or class for four to six-year-old children that serves as an introduction to school.

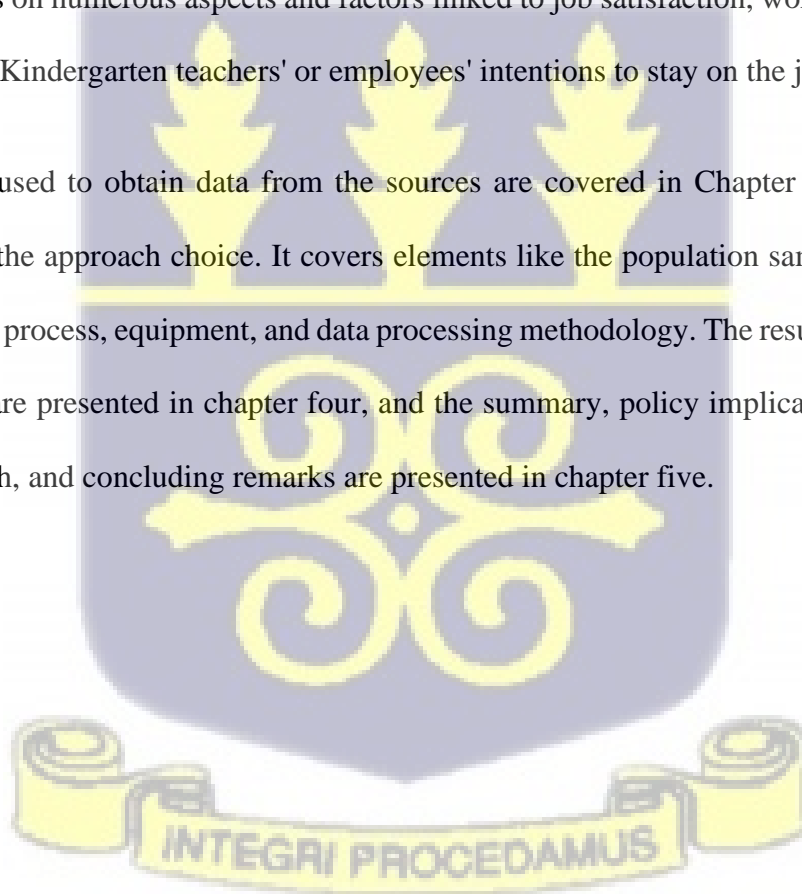
Equipment and Materials: These are furniture, toys, puzzles, climbers, swings merry-go-round and other play items used by kindergarten teachers.

A Kindergarten Teacher: Is one responsible for integrating young children into the world of learning by teaching. For example, social skills, personal hygiene, basic reading skills, arts, music and among others.

1.9 STUDY ORGANIZATION

The research was divided into the following six chapters: An introduction, background information, the problem statement, important research questions, definitions of key terms, and the importance of the study are presented in Chapter 1. Chapter 2 reviews relevant literature, including studies on numerous aspects and factors linked to job satisfaction, work motivation, and those that affect Kindergarten teachers' or employees' intentions to stay on the job.

The techniques used to obtain data from the sources are covered in Chapter 3, along with the justification for the approach choice. It covers elements like the population sample, sample size, sample selection process, equipment, and data processing methodology. The results and discussion of the research are presented in chapter four, and the summary, policy implications, suggestions for more research, and concluding remarks are presented in chapter five.



CHAPTER TWO

2.0 LITERATURE REVIEW

2.1. Motivation

Motivation is vital to psychology (Atkinson 1964, McLeod 2007), management (Steers et al., 2004), leadership, and educational administration (Butt *et al.*, 2005), and is prominently discussed in organizational psychology literature (Jones & Scarlicki, 2013). According to Hoy and Miskel (2008), motivation is a mix of factors that initiates and sustains work-related behaviors toward the accomplishment of personal and professional goals. Despite its importance, motivation seems to be a challenging notion to define and implement within organizations (Locke & Latham 2004). However, it was commonly acknowledged that the Latin word "movere," which means to move, was the source of the term motivation (Steers *et al.*, 2004; Alshmemri *et al.*, 2017). According to Bernard *et al.* (2005), motivation research has identified a few distinct sources of motivation that help to explain the psychological mechanisms behind the excitement, direction, and persistent nature of voluntary goal-directed behaviors.

Motivation has been described as a process influencing choices by several academics, theorists, and social analysts (Lai, 2011; Chen *et al.*, 2012; Rodrigo & Palacios, 2021). While Brown (1994) said that motivation was a term that was used to characterize the success or failure of any difficult job, Harmer (2001), as cited by Thohir (2017), defined motivation as some kind of internal drive that pushes someone to do things to achieve something. According to Green's (2009) assertion, a person has to be driven by a variety of energetic variables that originate both inside and outside of them in order to start work-related activity and manage its shape, direction, intensity, and length.

While Lai (2011) defined motivation as the cause that support action that is characterized by willingness and volition, Maitland (2005) described motivation as the force or process that leads people to act in a particular way. Managers need to be completely aware of these physiological processes to properly guide staff members toward accomplishing an organization's goals (Nutsuklo, 2015).

According to Peters (2015), the motivation process begins with a physical or mental desire or deficit that stimulates a behavior or drive toward a goal. A needs-related model of motivation purportedly began by the conscious or unconscious awareness of unmet wants, according to Khurana & Joshi (2017). Wants, which were desires to accomplish or get something, were formed by necessities. Goals were set that were thought to meet needs and wants, and a behavior pathway was chosen that was anticipated to help the goal be achieved (Amstrong, 2007; Rodrigo & Palacios, 2021; Santos-Vijande *et al.*, 2021). The process that guided and sustained performance, according to Harlie (2012), was motivation. Motivation was one of the efforts a person made to generate high-quality work. Internally, it encouraged workers to support the accomplishment of the duties or goals that had been delegated to them (Sohail *et al.*, 2014).

According to Moynihan & Pandey (2014), employee loyalty and emotional attachment were the two most important variables in motivating employees at work. It might force individuals to maintain their workplace organization for a very long time. Latief *et al.*, (2018) claimed that someone with great motivation will give their task their all and be more successful and productive as a result. If a person is not driven, they won't come up with any innovative ideas to help the firm reach its goal.

From these varied definitions, the emerging issues being witnessed reflect the complexities and nuances of motivation. Motivation and job satisfaction, the role of managers or leaders in the

motivation process, employee loyalty and attachment and the role of motivation in innovation or creativity shows the interconnectedness of motivation in our everyday activities. These emerging issues hinges directly on the influence on the individual and the environment.

2.1.1. Types of Motivation

There are two types of motivation namely intrinsic motivation and extrinsic motivation (Nyarko, *et al.* 2014). Self-application is the source of intrinsic motivation, which is created when there is a strong bond between the person doing the work and the task at hand. Individuals are guided in their behaviors and judgments by these internal forces. A sense of success, advancement, growth and satisfaction from carrying out one's job duties are a few examples of intrinsic motivators. As a reflection of the innate need for growth and learning, this sort of motivation is also known as autonomous motivation (Basalamah & As'ad, 2021).

Internal forces that promote and maintain a person's involvement and commitment to a task or activity are the main focus of intrinsic motivation. Intrinsic motivation is the pursuit of pleasure, interest, and fulfillment by an individual (Lai, 2011). Possibilities to use and develop talents, meaningful work, a sense of duty, freedom, and the possibility of career advancement are important variables that contribute to intrinsic motivation.

Intrinsic motivation, in contrast to external motivation, is a result of one's own internal motivation rather than being imposed by other forces. As a result, they frequently have an influence that is more significant and long-lasting. These inherently motivating factors are linked to how well someone enjoys their employment. For instance, a teacher who places a high value on their own worth can take on a duty because it naturally brings about fulfillment, pride, and personal development.

Extrinsic motivation, as defined by Ubom (2001), entails rewards that come from outside sources. In contrast to self-motivation, this type of motivation is frequently started by others. It includes all that is done to support or congratulate someone. Extrinsic motivators can have an instant and noticeable influence on people, but because people have such strong desires, their effects usually wear off quickly.

The dynamics of motivation in educational environments can be better understood by looking at the variables affecting teachers' performance and wellbeing. Oswald (1996) asserts that teachers who have an internal locus of control typically suffer less stress and perform better in the classroom. Students benefit from this improvement in teacher wellbeing as evidenced by raised test scores and decreased stress associated to school. Based on this knowledge, Nyarko *et al.* (2013) emphasize that teachers' jobs involve a mix of intrinsic and extrinsic pressures. Extrinsic motivators may have an instant and strong impact on people, but this impact may not continue for very long due to the insatiable demand of man. Extrinsic motivation is associated with material benefits, and is frequently decided at the organizational level, that is typically out of the person's control (Basalamah & As'ad, 2021).

A key element that is crucial in determining how a society's future labor force will be organized is teacher motivation. The quality of education that kindergarten teachers provide is directly influenced by their level of motivation because they are entrusted with the duty of passing on knowledge, skills, and values to the future generation. The preparation and capacities of those entering the workforce are subsequently significantly impacted by teachers who are motivated. The importance of teacher motivation goes beyond the classroom, as motivated teachers aid in the overall growth of students who will eventually become the core of the labor force.

In order to influence how the labor force is formed, teacher motivation plays a crucial role. In addition to providing high-quality instruction, motivated Kindergarten teachers encourage and direct their students to develop into capable, driven, and adaptive people who make valuable contributions to society and the workforce. The significance of investing in and supporting Kindergarten teachers to ensure the ongoing development of society is highlighted by the knowledge of the critical relationship between teacher motivation and the future labor force. It is therefore important that teacher motivations are intentionally worked on and increased.

Nurturing intrinsic motivation among teachers is crucial for creating an empowered, passionate, and effective educational workforce (Forson *et al.*, 2021). By implementing strategies that foster autonomy, mastery, purpose, and a supportive environment, educational institutions can empower teachers to be lifelong learners and dedicated kindergarten teachers who consistently deliver their best for the benefit of their students and the broader community. Also, the provision of the needed external motivators needed to enhance teaching and learning ought to be optimized. According to Nadim *et al.*, (2012), having internal and external motivation boost job satisfaction, according to teachers.

The above argument has been captured by Herzberg's two factor theory which has been discussed below.

2.1.2. Motivation Theories (Herzberg's Two-Factor Theory)

Herzberg's Two-Factor Theory categorizes aspects that affect motivation and job satisfaction into two groups: hygiene factors and motivation factors (Rily, 2005; Lai, 2011; Peters, 2015). The first group is referred to as the motivational factors because it is connected to the desire for growth or self-actualization. Achievement, recognition, the work itself, responsibility, development, and the

chance for growth were all aspects that contributed to motivation (Herzberg, 1966; Herzberg, 2005). The second group of elements, referred to as hygiene considerations, dealt with the need to prevent unpleasantness. According to Herzberg (1966; 2005), workplace policies and management, interactions with supervisors, interpersonal relationships, working environment, and pay were all hygiene-related elements. Positive work attitudes were influenced by motivational elements, and the 'doing' of the job was surrounded by hygienic aspects (Herzberg *et al.*, 1959; Stello, 2011). The distinction between motivational and hygienic factors, or inner and extrinsic variables, lies at the core of the two-factor hypothesis. Herzberg distinguished between motivational and hygiene-related variables as external and internal to the profession, respectively. Thus, although hygiene elements work to lessen job unhappiness, motivation aspects only serve to grow and improve job satisfaction.

Job dissatisfaction develops when hygiene-related parameters degrade to a level below what the employee thinks acceptable. The opposite, however, is untrue. When the work environment is described as ideal, we won't see much in the way of unhappiness or favorable sentiments. 'Motivators' are what essentially contribute to this form of job happiness.

Motivational factors can result in job satisfaction when present, but when absent, there is no job satisfaction. As a result, bad hygiene factors might contribute to job dissatisfaction while superior hygiene factors can lessen it but not ultimately cause it. Herzberg explained that the opposite of job dissatisfaction is no job dissatisfaction (Herzberg *et al.*, 1959). Similarly, no job satisfaction is the opposite of job satisfaction (Herzberg, 1966; Herzberg, 2005).

Motivation Factors

The Latin word "mover" or "to move" is the root of the English word "motivation." As stated by Ruthankoon & Ogunlana in 2003 and Alshmemri *et al.* in 2017, the definition of motivation is "how to give someone something to drive him/her to do something." Herzberg and his colleagues claimed that the motivation elements must be strengthened in order to raise employees' job happiness because motivation was the factor in the two-factor theory that was most strongly connected with job satisfaction. Herzberg's theory stated that motivation elements, also known as motivators, were inherent to the profession and produced favorable views toward it by satisfying the "need for growth or self-actualization" (Herzberg, 1966). These motivation factors are also known as intrinsic factors. According to Herzberg (1966) and Alshmemri *et al.* (2017), motivation factors that are linked to job satisfaction include advancement, the work itself, potential for growth, responsibility, recognition, and achievement. The motivational elements are each briefly explained below.

➤ **Advancement.**

A person or employee is said to have advanced when their standing or position in the workplace has improved and become more favorable. According to Alshmemri *et al.* (2017), advancement that is negative or neutral at work is a setback. Sahinidis & Bouris (2008); Santos-Vijande *et al.* (2021) stated that career advancement can increase teacher job satisfaction. This tended to increase and improve the staff, including the teacher's personal desires, thereby increasing the teachers will and volition to give off the best.

➤ **The work itself.**

Employees are affected positively or negatively depending on the real duties and assignments they are given. According to Ashmemri *et al.* (2017), employee contentment or discontent at work can be impacted by how easy or tough, engaging, or monotonous the job is.

➤ **Possibility for growth.**

Opportunities for growth are the genuine chances that a person must advance professionally and achieve personal growth. As a result, there are more opportunities for professional development and the acquisition of new knowledge in the workplace (Alshmemri *et al.*, 2017). Santos-Vijande *et al.* (2021) claim that teachers, who can clearly perceive the route of progression in their work, can plan their life in accordance with it, and are particularly motivated by the sense of growth or progress.

➤ **Responsibility.**

In respect to the job, both authority and responsibility are included in this aspect. Gaining satisfaction from having the authority and discretion to make judgments is a key component of responsibility. Dissatisfaction with one's employment is caused by gaps between responsibilities and authority. The importance of the teacher's obligations was stressed by Sahinidis & Bouris (2008) and Santos- Vijande *et al* (2021). It's critical to understand exactly what you do (your job description) and how it contributes to achieving the desired outcome. In Alshmemri *et al.*'s (2017) study, it was discovered that teachers appreciate their responsibilities and are concerned with fulfilling them.

➤ **Recognition.**

Employees are positively recognized when they are given compliments or gifts for achieving particular work-related objectives or when they turn in excellent work. Negative feedback at work, however, involves criticism and responsibility for the work performed (Alshmemri *et al.*, 2017). According to Santos-Vijande *et al.* (2021), one of the innate variables that drives motivation and ultimately results in job satisfaction is recognition. They believed that when an employee (teacher) gets recognized for their hard work, it motivates them to perform at their best. Since a stress-free instructor tends to instruct and inform pupils to achieve without stress (Lambert *et al.*, 2007), this trickles down to the students.

➤ **Achievement.**

Achievements make teachers and the school more valuable. This has the potential to raise the teacher's level of job satisfaction. Achieving a particular success, such as finishing a challenging task on schedule, resolving a work-related issue, or observing favorable outcomes from one's efforts, is an example of positive achievement. Negative achievements include failing to advance professionally or making bad decisions while working (Alshmemri *et al.*, 2017). Aryee *et al.* (2016) claim that when someone's accomplishment is acknowledged, it increases their motivation to engage in more activities and accomplish much more. This generally improves the instruction process.

Hygiene Factors

The word "hygiene" is derived from the Latin "hygiēna". Herzberg and associates claimed that this phrase was used to describe "medical hygiene that operated to remove health hazards from the environment" (Alshmemri *et al.*, 2017). It is preventable to contract a disease due to health risks

or poor hygiene, and it is also preventable to have unsatisfied employees due to poor hygiene at work. In contrast to motivation factors, which have a direct impact on an employee's motivation and satisfaction, hygiene factors are the characteristics connected with lowering the level of job dissatisfaction. According to Ashmemri *et al.* (2017), hygiene variables are connected to the surroundings of where work is "done" or where it is done. Because hygiene variables respond to the environment and workplace for "the need to avoid unpleasantness," Herzberg claimed that they were external to the job and, if present, prevent job dissatisfaction (Herzberg, 1966). Factors related to hygiene work to lessen workers' job unhappiness.

External motivators have been connected in a lot of study to rising job satisfaction. However, hygiene-related characteristics are said to be less significant to job satisfaction, according to Alshmemri *et al.*, (2017). Although important, these criteria have less of an impact on determining job satisfaction. As a result, teachers who enjoy what they do are not particularly concerned with how they get along with administrators, the school's policies or working conditions. The most crucial aspects to consider are the desire to make sure that kids are taken care of and taught correctly, regardless of the difficulties. These hygiene factors are also referred to as External motivators.

Interpersonal relationships, salary, company policies and administration, relationships with supervisors, and working circumstances are all hygiene variables that are connected to the context of the work itself (Herzberg, 1966).



➤ **Interpersonal relations.**

These connections are restricted to the worker's interpersonal and professional connections with peers, superiors, and subordinates. This includes social interactions and work-related conversations during breaks and in the workplace (Alshmemri *et al.*, 2017).

➤ **Salary.**

Previous studies have consistently examined how a wage increase, or decline affects work satisfaction (Geiger & Pivovarova, 2018). Overall, there is a positive correlation between income, job satisfaction, and employee attrition. However, the effect of remuneration varies depending on subpopulation characteristics. For instance, Rivkin, Hanushek, and Kain (2005) used a variety of logistic regression equation models to find that compensation increases reduced the likelihood that teachers in Texas would leave their district. Although money was a factor, the characteristics of the pupils were significantly more strongly associated with teacher migration. According to Brewer (1996); Njiru (2014) & McConnell (2017), the retention rates of female teachers in New York between 1975 and 1990 were positively correlated with teacher salaries. This finding raises the possibility that pay affects work satisfaction.

According to studies conducted by Duflo *et al.* (2012) and Toropova *et al.* (2021), teacher pay significantly influences how long Kindergarten teachers remain in the classroom. The results showed that teachers with higher opportunity costs stayed in the classroom for a shorter amount of time than other teachers who valued their employment. More-paid teachers are more likely to continue working in the field for an extended amount of time (Garcia & Weiss, 2019). Over the past three decades, teacher compensation has generally declined in low-income countries, especially in Africa (Njiru, 2014). Budgetary limitations in these countries are responsible for this

drop, analysts say. According to Colclough *et al.* (2017) and Bashir *et al.* (2018), the realistic amounts (salaries) of an average teacher shouldn't keep going down in the face of agonizing economic downturns given the difficulties and idiosyncrasies of educational systems. This has the potential to have an impact on the future human resources accessible to the continent of Africa.

➤ **Company policies and administration.**

This contains explanations of how well a company is organized and run, as well as its management principles. This aspect relates to the employee's perception of the effectiveness of organizational policy. For instance, they can consist of a lack of authority delegation, inadequate policies and processes, and inadequate communication (Alshmemri *et al.*, 2017).

➤ **Supervision.**

The effectiveness of a supervisor's oversight is influenced by their competency or lack thereof as well as by how fair they are. Included in this are the manager's impartiality, competence for the work, and readiness to delegate authority or impart expertise. The level of job satisfaction of the employee can be increased by having a good supervisor or access to supervision. According to Ashmemri *et al.*, (2017), poor management or leadership can lower employees' levels of job satisfaction.

➤ **Working conditions.**

These elements include the physical environment of the job and whether there are adequate facilities. The quantity of work, the workspace, the ventilation, the tools, the temperature, and safety are all examples of working conditions. Employee satisfaction and pride are higher in a good workplace than in a bad one.

Researchers have examined how job satisfaction and working conditions are related (Gregg, 2013). They found that both are strongly correlated with how enticing the teaching profession is and how happy people are at work. According to Evans & Yuan (2018), Kindergarten teachers work in classrooms with between 40 and 70 kids each class, across several grades, in many sub-Saharan African countries. This is mainly because there are now many more kids attending pre-school, primary and secondary schools. The lack of core teaching resources, a lack of lab supplies, and poor school facilities, like drab walls and weak lighting, all appear to be contributing factors in the struggles of the teachers. Additionally, this has certain negative implications on the pupils' academic development, teaching, and learning.

Salifu (2014) adds that teachers' meager pay, lack of incentives and adequate teaching and learning materials seem to be the root of their unfavorable working conditions. This is due to the profession of teaching being unattractive and having poor professional prestige in public schools in many developing nations including Ghana. The loss of knowledgeable and skilled Kindergarten teachers is one of the most detrimental results of teachers' working conditions and position progressively deteriorating.

However, research on teachers had shown that, contrary to Herzberg *et al.*, (1959) classification, extrinsic factors such as pay and financial benefits, have been reported to lead to satisfaction in African countries as stipulated by Bennell & Akyeampong (2007) and Evans & Olumide-Aluko (2010). This was because, most teachers in the African environment have come to the realization that teaching is a cultural duty where teachers are seen to be the one's molding the future generation hence any sacrifice to help create a better tomorrow is worth it. Teachers were also appreciative because parents tended to support teachers who show love and concern for their wards

during open days, Parent Teachers Meetings, amongst others. These teachers see, as motivating enough to augment their salaries and pay.

By distinguishing between intrinsic motivators and extrinsic hygienic considerations, Herzberg's Two-Factor Theory provides a thorough framework for understanding job satisfaction. Organizations including schools can develop methods to improve both the general job satisfaction and the well-being of their employees, including teachers by recognizing the impact of these elements.

2.2. Job Satisfaction

There have been several definitions by different authors that have examined job satisfaction (Aziri, 2011) and Zhu (2013). Frederick Herzberg in a bid to understand this question and the issue of employee satisfaction and motivation in the 1950s and 60s set out to determine the effect of attitude on motivation by asking people to describe situations where they felt good and really bad about their jobs.

According to Lofquist and Davis (1991), job satisfaction is "an individual's positive affective reaction to the target environment, as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment". The core of this definition is the notion of individual disposition and the capacity for sound judgment. Furthermore, it backs up Wanous and Lawler's (1972) and Locke's (1976) assertion that the emotive aspect of needs-fulfillment is important. According to Evans (1999), job satisfaction is "a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met." In determining the degree to which people's needs were met by their occupations, this definition considered people's psychological, physiological, and environmental circumstances as

well as their particular preferences. It supported Locke's (1976) description that job satisfaction was viewed as a state of mind (coming from physiological and psychological circumstances) portrayed as "all the feelings" (that is, of like or dislike) (Spector 1997). These concepts together stated that job satisfaction was an affective or emotional and cognitive evaluation of a job (Locke 1976), a judgment and comparison between expected, wanted, or merited outcomes and the actual outcomes. Organ and Near (1985), in contrast, stated that the actual indicators of job satisfaction were more cognitive in nature. Judge *et al.*, (2001) add that both cognitive and emotive domains were involved in appraising occupations (rating degrees of work satisfaction). Interest across the globe had also been shown in job satisfaction in schooling. School administrators had to deal with a demanding and complex job (Friedman 2002), as well as concerns about student achievement levels (Witziers *et al.*, 2003) and the obligation to inspire and motivate their staff to work more effectively (Evans, 1998), to be devoted, and to stay in the field for a longer period. Evans (1998) observed that, in the case of teachers, personality traits can nullify the influence of school-based factors that affect motivation and job satisfaction. Additionally, the micro politics and culture of the school (Dinham, 2005) as well as external factors (such as imposed curriculum or governmental laws) have been identified as factors that affect teachers' job satisfaction (Crossman and Harris 2006; Dinham and Scott 1998). Regardless of other influencing factors, Evans (1999) suggested that school administrators and heads need to understand what motivates teachers to "tick" (adhere positively to the profession's aims) and what causes them too "cross" (disengage).

It is controversial, according to Spector (1997), whether job satisfaction stems from individual differences in how people react to circumstances or whether circumstances themselves play a larger role in determining job happiness. Although personal correlates of job satisfaction have drawn researchers' attention (Hickson & Oshagbemi 1999), several studies have found that

personal correlates like age and gender are not statistically significant variables. It has been driven by both utilitarian and humanitarian interests to understand and explain job satisfaction, particularly teacher job satisfaction (Bamrby, 2004, Spector, 1997). According to McClay (1995), teachers are expected to be twice as competent, twice as charitable, twice as adaptable, and only half as concerned with money as other professions. Given the low status of the profession and the additional demands from society and other stakeholders, teachers may have been more likely to quit. In comparison to their peers in other professions, it was generally believed that teachers received inferior pay (Chevalier *et al.*, 2002), which could cause dissatisfaction. Job satisfaction, according to Spector (1997), was an attitudinal variable, which was a general or overall affective reaction that people had regarding their job. He emphasized the necessity to measure the various "facets" or "dimensions" of job satisfaction in addition to the global job satisfaction that scholars and practitioners most frequently assess. He contends that a more thorough investigation of employee satisfaction will enable the discovery and comprehension of the aspects of the job that result in contentment or unhappiness. Compared to a global approach, this aspect approach offered a more thorough picture of a person's level of job satisfaction. This was because an employee may feel differently about the various aspects of their job. Additionally, he understood that patterns might vary and varied between nations, that people differ in their levels of happiness across facets, and that the facets were only tangentially related to one another.

Spector (1997) building on Locke (1976) research highlighted nine aspects of job satisfaction, including compensation, promotion, supervision, benefits, contingent rewards, operational procedures, coworkers, nature of the task, and communication. Out of the nine highlighted, only the nature of the task or work according to Herzberg is intrinsic. The rest of the aspects of job satisfaction highlighted by Spector are extrinsic motivators. He continued by saying that people

had clearly diverse thoughts about the various aspects of their jobs and tended not to have a general sentiment that produced the same amount of satisfaction for all aspects of their work. When it comes to what teachers find rewarding and/or satisfactory, Evans (1998) observed that there was variety among teachers. One of the most important characteristics that set her sample apart was whether the elements of satisfaction were linked to a sense of personal achievement which is an intrinsic motivator. For instance, "good staff relations may satisfy some teachers, but would only satisfy individual teachers who felt they had contributed toward achieving them." These criteria taken as a whole show that job satisfaction is the consequence of an overall (internal and external) evaluation of one's employment, which can be represented as a person liking more aspects or features of a job than he or she hates (Mumford, 1991).

Employees have opinions or attitudes on a variety of characteristics of their organizations, careers, and employment, according to Saari & Judge (2004). Employees with high levels of job satisfaction have good attitudes toward their jobs, whereas those with low levels of job satisfaction have negative attitudes toward their jobs. According to Lunenburg & Ornstein (2008), job satisfaction refers to a person's positive emotional state as a result of their evaluation of their work experiences. Employee initiative and enthusiasm are significantly influenced by their level of job satisfaction. Insufficient job satisfaction can promote absenteeism and unneeded turnover at work (Jenaibi, 2010).

Job satisfaction is influenced by a lot of factors including the socio-demographic characters of employees including teachers. It is important to recognize that the relationship between socio-demographic characteristics and job satisfaction is complex and varies from person to person. The next section deals with the socio-demographic factors influencing job satisfaction.

2.2.1. Demographic Factors Influencing Job Satisfaction

Demographic characteristics include things like a person's gender, age, educational background, teaching specialties, and work history (Bolin, 2007). To ascertain their influence on the overall degree of job satisfaction with different parts of the job experienced by workers in various jobs, a variety of individual characteristics have been investigated through study. The review of prior research on the effects of gender, age, work experience, and educational attainment on job satisfaction can be found below.

2.2.1.1 Gender

The levels of work satisfaction among male and female Kindergarten teachers in a study of Canadian teachers found a significant difference between the two groups (Ma & MacMillan, 2001). According to theories of job happiness, women are content with employment where they can connect with people in a positive and cooperative way, even if those positions are somewhat demanding and tough. According to Gruneberg (1979), female employees were more engaged in the social aspects of the job than those that were career related. Tack & Patitu's (2000) study found that there appeared to be some differences between male and female satisfaction ratings. Men in Tack & Patitu's study reported high mean scores with opportunities for development, but women administrators in Vaughn-Wiles' study cited job satisfaction as being most influenced by the work itself, responsibility, potential for advancement, and peer interaction. Fansher and Buxton (2004) found that progress for female head teachers was well-received. According to Bishay (1996), findings from a study conducted in the United States revealed significant differences between male and female Kindergarten teachers' degrees of job satisfaction. Most of the research have found that female teachers are more satisfied with their work than male teachers. However, research conducted at an elementary school in Shanghai, China, revealed the contrary, with male

Kindergarten teachers reporting greater satisfaction with their remuneration than their female peers (Zhongshan, 2007). Contrarily, a study by Crossman and Harris (2006) on job satisfaction among schoolteachers in the UK showed no discernible differences in kindergarten teachers' levels of satisfaction between genders.

2.2.1.2. Age

In a research study, Kacmar and Ferris supported Hertzberg's (1957) general conclusions that job happiness rises early in life, declines with age, and then starts to rise again. Smith, Kendall, and Hulin's research (2003) found a U-shaped curvilinear relationship between age and job satisfaction for the components measured by the Job Descriptive Index.

Hertzberg (1957) again suggested that job satisfaction rises as people age because they become more accustomed to their jobs and personal circumstances. These included being happy with the compensation, the promotions, the management, and the relationships with coworkers. With age, extrinsic rewards for workers may likely to increase, which could result in more satisfied employees at work. Age and job prospects may also be positively correlated, given that the highest levels of administration are frequently closed. The age-work satisfaction association may also include the idea that one's prestige and confidence increase with age and that these feelings increase one's level of job happiness.

In addition, Zhongshan (2007) found that teachers' levels of job satisfaction increase as they get older. Similar to the previous statement, it is believed that a teacher's level of job satisfaction increases with age and decreases with age (Greenberg & Baron, 1995). This shows that disparities in age have a significant effect on job satisfaction. Bennell & Akyeampong's (2007) study on teacher motivation also found that young teachers, especially in Africa were less satisfied with

their jobs than their older colleagues, who saw becoming a teacher as a career as an honor. As a result, there were significant age-related disparities in kindergarten teachers' levels of job satisfaction.

2.2.1.3. Academic Qualification

The relationship between education and job happiness is unquestionably non-linear (Quinn, Grahm, & McCullough, 2004). There is no correlation between an incremental rise in education and an incremental rise in job pleasure, despite the prevalent notion that the greater one's educational level, the better one's chances of finding desirable and presumably enjoyable employment are. Gordon & Johnson (1982) found that work satisfaction was not correlated with formal education level. Instead, the data revealed that employees with greater levels of education were less pleased with the way the business was operated overall than employees with lower levels of education. People with higher levels of education may be less satisfied because they are more aware of good and bad management practices (Quinn, 2004).

2.3. Differences between Job Satisfaction and Work Motivation

Some researchers used the terms (job satisfaction and motivation) interchangeably; notably in Herzberg's (1956) seminal two-factor theory. This problem emerged from the neglect of conceptual clarity (Evans 1998). Job satisfaction and motivation both play central roles within organizations worldwide, and frequently appear to be intricately linked as each one can influence the other (Dinham & Scott, 1998). However, Middlewood & Bush (2005) said that, although job satisfaction and motivation were understandably often linked together, these terms were quite distinct.

Middlewood & Bush (2005) described the difference between job satisfaction and motivation as the former being the state affecting the work someone currently does, while the later relates to the notion of anticipation that is looking forward to what will be achieved. This distinction was also found in Evans (1998) and Spector (1997), as “perceived gratification” and “perceived anticipation” for job satisfaction and motivation respectively. Moreover, job satisfaction was linked closely with “psychological content or discontent”, originating from an affective and cognitive evaluation of one’s current job (Locke, 1976).

Motivation, in contrast, underpinned the “psychological propensity to act” originating from motives or drives that energized an individual’s readiness towards a certain reaction or behaviour (Evans, 1999). With both concepts being able to influence one another, a distinction based on this influential potential could be reached by analyzing each construct’s relatedness with performance.

Generally, job satisfaction was one variable that was part of the motivational process, as it had the ability to reinforce behaviour and motivation of performance (Sergiovanni, 1993). This was because, not only does it play a significant role in stimulating future and subsequent task-oriented behaviours by employees, but it also served as a predictor of the will to leave or remain in a profession (Ahmed *et al.*, 2010).

In summary, the presence of job satisfaction will act as a motivator and foster an individual’s initial motivation. Schultz and Teddlie (1989) note that a teacher’s job satisfaction may serve to influence their morale, motivation, and willingness to Job satisfaction level of motivation Choice of action Level of Performance level of motivation Choice of action Level of Performance maximize their teaching potential. According to Sergiovanni (1993), achievement, recognition and responsibility

are key factors that contribute to teachers' job satisfaction, and the latter reinforces behavior and serves a motivational purpose.

2.4 Teachers' Motivation as Provided by the Ghana Education Service

According to Salifu (2013), the Ghana Education Service has over the years put in mechanism to motivate teachers. Some of these are the National Best Teacher Award Scheme (NBTAS), Teachers' remuneration, Study leave with pay, and Teachers' promotions.

In 1995, the National Best Teacher Award Scheme (NBTAS) was established to recognize the commitment and hard work of teachers (Akyeampong & Asante, 2005; UNESCO, 2011). This award incorporates four levels of professional competitions: school, district, regional, and national. The award's goal was to increase teachers' motivation for a subsequent rise in the standard of their professional activity (Ofori-Attah, 2007). According to the Herzberg Two Factor Theory, rewards are extrinsic motivators that help lift the spirits of workers, especially teachers. Although awards are extrinsic motivators, they are dependent on the abilities of the teacher to achieve (intrinsic motivator).

The incentive package for teachers in Ghana's state pre-tertiary schools includes allowances for housing costs, uniform costs, and electricity bills in addition to their pay. Due to this policy, the government no longer provides housing, uniforms, or utility payments for teachers. Since few Kindergarten teachers have the privilege of living in official housing and paying rent to the government monthly, the majority of teachers reside in private homes (Salifu, 2013).

The notion of study leave with pay in Ghana allows Kindergarten teachers to pursue additional education, primarily in universities, while continuing to be paid during their absences. Typically, the leave lasts for a maximum of four years. The initiative aims to improve teacher professional development, which is necessary for providing high-quality instruction in the classroom (Agezo, 2010). The Ghana Education Service provides the leave to all its qualified teachers as part of its incentive program. However, individuals who make the sacrifice to serve in underdeveloped areas - countryside lacking access to essential social facilities like power, drinkable water, decent housing, and good roads - are preferred above those who serve in urban areas (cities or towns). In this regard, teachers working in underprivileged areas must work for at least two years before being eligible for study leave with pay, but teachers working in urban areas must work for at least five years before being eligible (Salifu & Agbenyega, 2013). The opportunity of a teacher to apply for study leave from an organization is an act of extrinsic motivation, thus the provision of an environment or situation to be taken advantage of. However, the desire for the teacher to improve his skill and grow in the field of teaching brings to the fore the intrinsic motivation (advancement) as espoused by Herzberg.

2.5. Job Satisfaction, Motivation, and Intention to Stay or Make a Change/Quit

According to Suhasini & Babu (2014), employees who are motivated offer psychological value to their organizations. This was demonstrated by their activities, which benefited the group by encouraging good behavior and discouraging negative behavior. Training and development significantly affected retention in both public and commercial organizations, according to several studies (Samuel & Chipunza, 2009; Kaiser, 2006). For teachers in public schools, pay satisfaction

(that is, the satisfaction derived from receiving their pay/salary) was highly correlated with the desire to leave (Currall, Towler, Judge, and Kohn, 2005). According to Abeysekera (2007) and Lum, *et al.*, (1998), pay satisfaction has also been linked to a higher level of work satisfaction and a stronger desire to stay in one's current position. However, Alshmemri *et al.*, (2017) opined that pay and remunerations are extrinsic factors and are less important to teachers compared to motivating factors.

Additionally, it has been demonstrated that job security significantly affected employee retention (Samuel & Chipunza, 2009). In 2013, Asif, Hassan, and Ramzan looked at how motivation affected employee churn. The study demonstrates the significance of employee motivation in Pakistan's banking industry. The independent variable motivation had a significant impact on employee turnover in the banking industry, according to data gathered from various banks and revealed through regression and correlation analysis. This finding suggests that by raising motivation levels, employee turnover in the banking industry would decrease. Similar results have been discovered among Kenyan public-school teachers (Owala, 2016).

Thus, research has found a notable link between motivation, job satisfaction, and intention to quit. Employees who are highly motivated and have a feeling of success and fulfillment in their work (intrinsic motivation) are more likely to be content with their jobs. And are likely to stay on their jobs for longer periods than those who have not (Appiah-Agyekum *et al.*, 2013). Similarly, when employees receive a fair salary, recognition, and possibilities for promotion (extrinsic incentive), they are more likely to be satisfied with their jobs (Pepra-Mensah *et al.*, 2017). Grant *et al.*, (2019) posited a direct relationship between employees including teachers' wellbeing and perceived working conditions and their intentions to remain on the job. Also, Lambert *et al.*, (2019)

highlighted a significant relationship between an individual's positive experiences with their jobs and their intention to stay on the job. However, employees who feel undervalued, overworked, or unsatisfied, on the other hand, have a lower level of job satisfaction and are more likely to change the roles or quit (Addison & Yankyera, 2015).

In conclusion, motivation, work satisfaction, and intention to change roles or quit are all interwoven factors that influence an employee's commitment and longevity inside of a company or an educational institution. Employers can improve motivation and job satisfaction by creating a supportive and rewarding work environment which will in turn harness the inner desires of employees and or teachers to possess the natural instincts to work. Thus, resulting in lower turnover and a more focused and productive workforce.



CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The approach employed to meet the study's objectives is described in this section. This comprises the research population, research variables, and data gathering methods and equipment. Sampling, data processing, analysis, and ethical issues are among the other topics that were examined.

3.2 Research/Study Design

Creswell & Creswell (2018) defined a research design as the procedures of inquiry or the research process that involves the overall assumptions of the research. To transform the design into research practice, various concepts, inquiry tactics, and techniques must come together. Creswell (2014) stated that, the design is an inquiry which provides specific direction for procedures in research. There are three types of research design. They are the quantitative, qualitative and the mixed method (Creswell & Creswell, 2018). The study used a cross-sectional design with qualitative approach in gathering information. According to Asper & Corte (2019), qualitative research as an iterative process in which improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. Thus, how people perceive a situation to study human experiences (Frank & Polkinghorne, 2010).

To find potential saturations of themes in the interview data on teacher work motivation and satisfaction based on their actual experiences, the researcher recorded, transcribed, and applied the qualitative analysis. To complement the findings from related quantitative investigations, the researcher was interested in enhancing the strengths of the qualitative method.

Comparatively, qualitative investigations give the researcher in-depth information; however, this is frequently not generalizable. But there is little information regarding teachers' job satisfaction and motivation in the Ga East Municipality and because the study's research questions center on topics related to teachers' lived experiences, a qualitative research methodology is the best choice. The qualitative interview procedure is suggested by Creswell & Creswell (2017) as the ideal approach in educational and social research since it collects extensive information through open-ended questions given to study participants.

3.3 Study Location

In the Ga East Municipality, this study examined the work motivation and job satisfaction of kindergarten teachers. The following criteria led to the selection of the Ga East Municipality: First, Ga East was one of the municipalities employed in the pilot project to introduce kindergarten into public elementary schools in 2006–2007 (GES Abokobi, 2008). Secondly, the proximity of the schools to the researcher was good and cost-effective.

3.3.1 Profile of the Study Location

Ga East Municipal Assembly, which was created from the former Ga District, was founded in 2004 by an Act of Parliament (Legislative Instrument 1589) as a district and then granted municipality status in 2008 by LI 1864. The Ga East Municipal Assembly is situated in the northern portion of the Greater Accra Region and has a land area of approximately 96 square kilometers, with Abokobi serving as the administrative center. The Assembly is bordered on the west by the Ga West Municipal Assembly (GWMA), on the east by the La-Nkwatanang Municipal Assembly (LaNMA), on the south by the Accra Metropolitan Assembly (AMA), and on the north by the Akwapim South District Assembly-Eastern area.

52 communities make up the Municipal Assembly with 82% of its residents living in cities and 18% residing in rural settings. About 29 kilometers separate the nation's capital city of Accra from the municipal capital of Abokobi. The municipality's largest towns include Haatso, Dome, Taifa, and Kwabenya (GSS, 2010).

3.3.2. Education

The municipality has a very even distribution of educational infrastructure. Only 9.8% of the available student enrollment at the 64 public primary schools and the 32 Early Childhood Development Centers (ECDC) is at that level. However, there are a handful of ECDCs that are privately held (MTEF report, 2016). According to data from the Ghana Education Service, Abokobi has 256 primary school teachers, 261 junior high school teachers, 38 kindergarten teachers, and 54 employees working at the GES office.

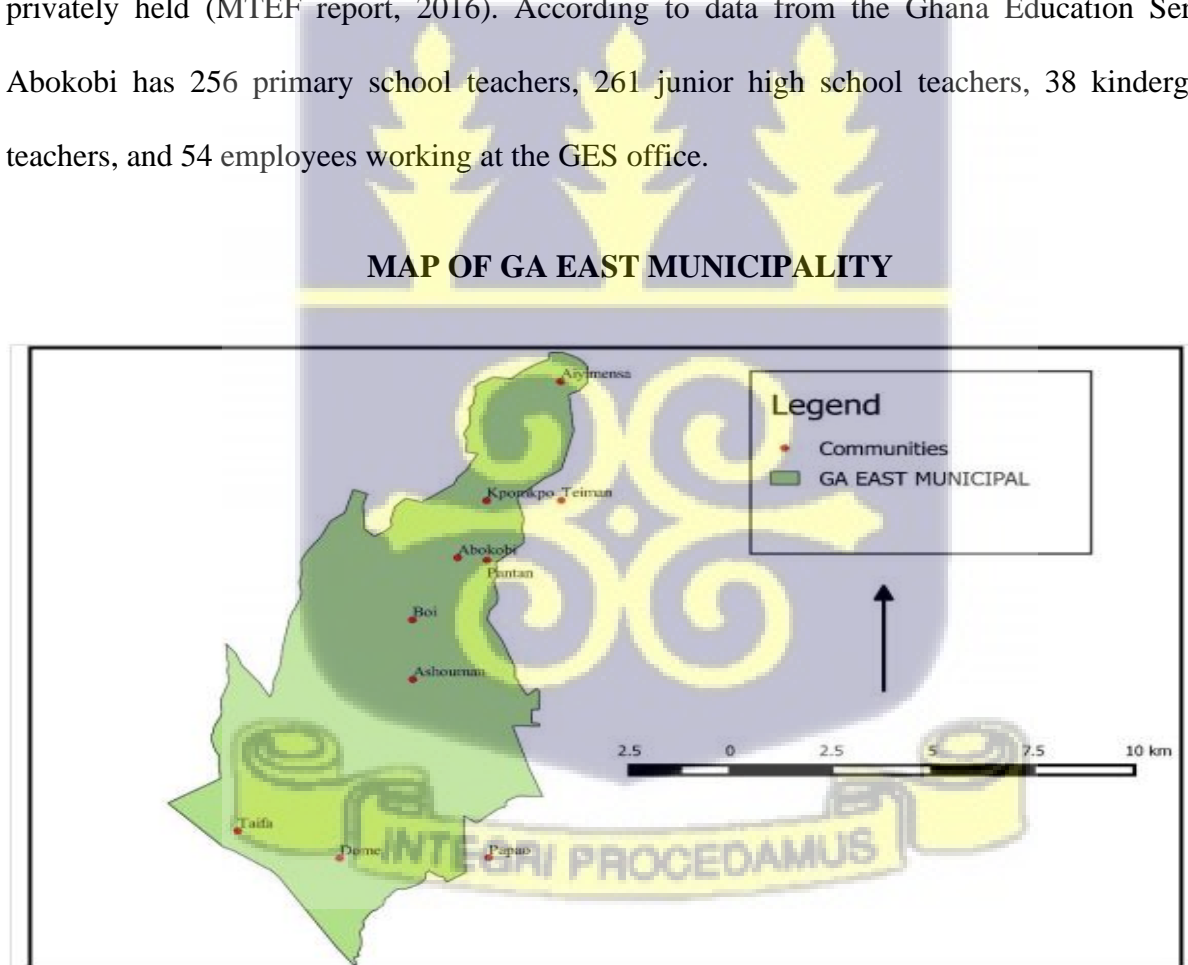


Figure 3 1: Ga East Municipality

Source: GEMA, website (2018)

Overview of Basic Education in Ghana

In Ghana, children begin attending school on average at age 6. They begin primary school at this age as well. A 3-year lower primary phase and a 3-year upper primary phase make up the six years of elementary education (Kingful & Nusenu, 2015). The primary curriculum prioritizes the development of students' reading, writing, math, and problem-solving skills. English and the local indigenous language, arithmetic, biology, music, dance, handicrafts, and citizenship education are among the subjects included in the curriculum. Upon completion, no certificate is given. Students typically turn 12 when they finish elementary school.

The Ghana Education Service (GES), a division of the Ministry of Education, is responsible for carrying out educational policy in Ghana. Additionally, GES oversees monitoring educational matters in Ghana. Ghana Education Service's vision is to establish an environment that supports successful teaching and learning in schools and fosters management effectiveness within the Service in all educational institutions and management roles. Implementing government pre-tertiary education policy is the duty of the Ghana Education Service (GES, 2015). This would guarantee that all Ghanaian kids who are old enough to attend school receive high-quality formal education and training.

3.4 Study Population

A research study's population consists of the individuals or group with whom it is most concerned and who have certain features (Reilly, 2014). They are the primary study subjects from whom data will be gathered. Public school kindergarten teachers served as the study's main respondents.

3.4.1. Inclusion and Exclusion Criteria

The following inclusion criteria were used to select the respondents: participants were kindergarten teachers who were also full-time teachers. In addition, each participant was at least 18 years old and thus was regarded as an adult who independently gave consent to participate. The study excludes all teachers who do not meet the above-stated criteria.

3.5 Sampling and Sampling Procedure

The method the researcher employed to choose the necessary sample for the study is referred to as the sampling techniques (Omary *et al.*, 2016). To find participants for the study, a purposive sampling method was utilized. Purposive sampling involves the purposeful selection of individuals by researchers who are reliable information sources (Patten, 2007). According to Omona (2013), purposive sampling is a common tool used in qualitative research. The purposive sampling concentrates on a certain trait of a population that is of interest and will best allow the researcher to answer the research questions. Thus, selecting for in-depth investigations about a phenomenon (Casteel & Bridier, 2021).

The Ga East Municipality has six circuits with a total of 37 public basic schools (GES, 2017). Abokobi, Atomic, Dome, Haatso, Kwabenya, and Taifa are among the six circuits. 38 KG teachers in all, 37 female teachers, and 1 male teacher (GES Abokobi, 2017). All kindergarten teachers were specifically chosen for the study. The normal sample size for a qualitative research study ranges from 5 to 30 individuals, or until saturation of topics is achieved (Leedy & Ormond, 2005).

The Study adopted the Hennink *et al.*, (2017) qualitative research model. Hennink *et al.* posited a sample size saturation of 16 – 24 interviews. According to Hennink *et al.*, (2017), saturation is the

most common guiding principle for accessing adequacy of purposive samples in qualitative research. This study, however, used 25 respondents.

This was made feasible when the researcher got in touch with the Director of Ghana Education Service (GES), Abokobi, and presented him with an introduction letter from the University of Ghana's Department of Family and Consumer Sciences. The researcher was given permission to perform the study on all kindergarten teachers in the Ga East Public Basic Schools by GES, Abokobi, in an introductory letter. The head teacher at each school was called to request permission and schedule the interview on the most practical day. To ensure that there was adequate time for an honest and thorough discussion, appointments with participants were made in advance.

The schools gave their consent for the onsite, open-ended teacher interviews. Potential participants were approached in person to seek their consent to participate in the study. And this continued until all the 25 participants were attained. The time duration for each interview lasted between 30 - 60 minutes.

3.6 Data Collection Techniques and Tools

A structured interview guide with standardized questions was used in the collection of data from the teachers. Refer to Appendices 2 and 3. A standardized interview guide was used because it helped better understand and explore respondents' opinions, experiences, complex feelings, and attitudes relating to the renting of houses. It also allowed for the collection of in-depth information, expansion of the line of questioning and clarification of responses and offered a richer and more comprehensive view of issues (Tan, 2022). These interview questions were created using the study's objectives as well as the examined literature. The primary instrument used to gather data was a tape recorder, which was used to record each interview session and afterwards transcribe it.

The recording process was done to guarantee data accuracy and to ensure that the transcription accurately reflected what the participant said.

Examples include demographic data (age, gender, academic qualification, length of service location, and ethnicity), what inspires kindergarten teachers to work with young children? (What motivates you as a teacher and why? Does your motivation affect your level of satisfaction? (What is your interpretation of job satisfaction? What gives you that satisfaction? And how do you recognize your level of satisfaction and that of your other teachers?)

Data was collected within a three-week period from the 1st of March 2018 to the 27th of March 2018.

3.7 Pre-Testing

The interview instrument was pre-tested on a sample of five (5) teachers from two public schools in the Ga West Municipality who shared characteristics with the research population. This was helpful in identifying parts of the manual that were challenging to comprehend and respond to. A sample of five (5) teachers from two public schools in the Ga West Municipality who shared similar characteristics with the research population was used. Face-to-face interviews were used for the pilot study in the same way as they were for the research.

The Pre-testing was done to test for clarity of the interview guide, to gain experience with interviewing for the main study and to modify some of the questions. The pre-test revealed inadequacies (that were rectified) as well as helped researchers verify the clarity of items in the data collecting instrument. The phrasing of the questions was changed in response to comments from the pilot participants, which improved understanding and replies (Creswell, 2005).

3.8 Data Analysis and Presentation

The Thematic Analysis method was used systematically in identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset. This allowed the researcher to see and make sense of collective or shared meanings and experiences. The interviews were audio-recorded and then transcribed. Codes were then generated, and themes developed

Phases of Thematic Analysis	Means of Establishing Trustworthiness
Phase 1: Familiarizing yourself with your data	Prolong engagement with data Triangulate different data collection modes Document theoretical and reflective thoughts Document thoughts about potential codes/themes Store raw data in well-organized archives Keep records of all data field notes,
Phase 2: Generating initial codes	Peer debriefing Researcher triangulation Reflexive journaling Use of a coding framework Audit trail of code generation Documentation of all team meeting and peer debriefings
Phase 3: Searching for themes	Researcher triangulation Diagramming to make sense of theme connections Keep detailed notes about development and hierarchies of concepts and themes
Phase 4: Reviewing themes	Researcher triangulation Themes and subthemes vetted by team members Test for referential adequacy by returning to raw data
Phase 5: Defining and naming themes	Researcher triangulation Peer debriefing Team consensus on themes Documentation of team meetings regarding themes Documentation of theme naming
Phase 6: Producing the report	Member checking Peer debriefing Describing process of coding and analysis in sufficient details Thick descriptions of context Description of the audit trail Report on reasons for theoretical, methodological, and analytical choices throughout the entire study

(Nowell *et al.*, 2017)

3.9 Ethical Considerations

According to Gray (2009) and the Economic and Social Research Council (ESRC), research ethics are the moral principles that direct a study. It was noted in this study that some ethical concerns are required when using human subjects for research (APA, 2002). According to Ary *et al.* (2002), confidentiality is the researcher's right to protect the information they have collected from respondents, whereas privacy is the right of an individual to regulate how others learn about them.

Before contacting the kindergarten teachers for on-site face-to-face interviews, the heads of the several schools that were chosen gave their approval. The College of Basic and Applied Sciences granted ethical approval (Ethics Committee). Respondents were informed of the study's goals and justification, and permission was obtained.

3.9.1 Privacy and Confidentiality

The respondents' privacy and confidentiality were guaranteed. All responses from the respondents were kept private throughout the study and secured on password-protected computers. Participants' names and identities were kept out of the study. Only code names and strict confidentiality were used to identify the information in the write-up. In no part of the study's report were the names of the respondents mentioned.

There were no dangers involved with the respondents' participation in this study, which merely involved an interview. Participants received just airtime credits as payment for their time and effort following the interviews, and participation in the study was optional.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The study's findings and discussions are presented in this chapter. The analysis of the data collected from the field through in-depth interviews with research participants, who were mostly kindergarten teachers, formed the basis of the results. The first section of the chapter provides descriptive information for the participants' age, education level, place of residence, duration of service, and ethnicity. The discussions drew on earlier local, regional, and international research.

4.1 Demographic Characteristics of Participants

Results are presented for 25 study participants.

Table 4.1: Age groups of participants

Ages (Years)	Frequency (N)
21 – 30	1
31 – 40	6
41 – 50	7
51 – 60	11

Source: Field data, 2018

The ages of the participants in this study ranged between 21 to 60 years at the time of the study with an average age of 50 years. Most of the participants (11) were within the 51 to 60 age brackets while those who were less than 40 years of age were seven (7). The wide variation within the ages

of the participants can help provide rich data to answer the objectives of the study. It is interesting to note that many of the participants were above 40 years of age (18 of the participants), something worth exploring further. This could have several implications regarding teachers in kindergarten. Though the participants in this study do not form a representative sample of all the teachers teaching in kindergarten however, a clear question that can be posed is whether as a teacher ages, he/she is better in handling children at the kindergarten level or not? Or could be that most of the younger teachers want to handle grownups or find the kindergarten challenging (or not) to handle?

According to Johnson & Smith (2015), teachers who were 40 years and above showed increased and superior attitude and knowledge and better student engagement compared to younger kindergarten teachers. This resulted from accumulated teaching experience and improved classroom management skills that often come with age. Probably this assertion by Johnson and Smith explains why the average age of the participants in this study was high. Thompson & Brown (2019) also highlighted the positive association between teacher age and student achievement, with older teachers showing more efficient and effective teaching practices.

However, Twum (2016) in her study found that the majority (189 out of 200) of kindergarten teachers in the Shama District had teachers below the age of 40 years. This study showed that due to the lack of older teachers amongst them, they had a lot of challenges with supervision, classroom management skills and effective teaching practices. This finding supports the statement made by Johnson & Smith (2015) that older teachers can manage the classroom better due to the accumulation of teaching experience over time. Bennell & Akyeampong (2007) revealed that young Tanzanian kindergarten teachers were less happy with their work than their older counterparts, who thought becoming a teacher by profession was an honor. Probably due the challenging nature of handling kindergarteners.

Table 4.2: Demographic Characteristics of Participants

Variables	Categories	Frequencies
		N (%)
Sex	Female	24 (96.0)
	Male	1 (4.0)
Years of service	4-15	8 (32.0)
	16-25	9 (36.0)
	26-38	8 (32.0)
Academic Qualification	Diploma	7 (28.0)
	Degree	16 (64.0)
	Masters	2 (8.0)
	PhD	1 (4.0)
Residence	Abokobi/Haatso/Atomic	13 (52.0)
	Adenta/Oyarifa/Botwe	8 (32.0)
	Ofankor	2 (8.0)
	Okponglo/Westland	2 (8.0)
	Other	3 (12.0)
Ethnicity	Akan	12 (48.0)
	Ewe	12 (48.0)
	Ga	1 (4.0)

Data is presented in frequencies (n) and percentages (%). (Source: Field data, 2018)

Table 2 above shows that only 1 of the participants was a male at the time of the study while the remaining (24) were females. Studies (e.g., Greene & Maloon, 2014; Ruberu, Odngo, & Owala, 2016; Kumah & Boachie, 2017) have found that in several parts of the globe there are more females in kindergarten teaching than their male counterparts, making kindergarten teaching a female

dominated occupation. Greene & Maloon (2014), were of the view that more female Kindergarten teachers as against their male counterparts tend to accept kindergarten teaching positions. Shah, (2012) highlighted that the males see kindergarten teaching as difficult and delicate in nature and therefore prefers something else instead. Twum (2016) adds that apathy that males prefer taking up appointments at the Kindergarten, Crèche and Nursery levels, compared to higher grades.

With regards to the years of teaching at the kindergarten, the findings show that the participants had between 4 to 38 years of teaching experience with 21 years as an average year of teaching. Several reasons were given by the participants regarding why they have stayed on the job for such long periods. 6 out of the 25 participants said teaching at the kindergarten level within the Ghana Education Service gives them job security. Odoom *et al.*, (2016) opined that majority of kindergarten teachers agreed that job security is one of the main reasons why they opted to venture into the teaching profession. This security is guaranteed if you have graduated from the Colleges of Education and have been recruited into the service by the government (Ghana Education Service, 2015). Also, 8 participants indicated they just love teaching and being around children. All of them emphatically indicated that they receive constant monthly remuneration and that has kept them this long on the job. This is not surprising since Nyarko *et al.*, (2013) postulated that one of the key motivators for teachers is their remuneration after work. Nyarko and his colleagues continued that it is one of the key reasons that retain teachers on their jobs for longer periods, entrenching the security of their jobs (Odoom *et al.*, 2016). However, Wolf in 2018 indicated that kindergarten teachers with low and infrequent remuneration tend to quit the job or suffer from burn out on the job. This finding by Wolf contradicted the assertions by 8 of the participants that emphatically indicated that they receive constant monthly remuneration and that has kept them this long on the job.

All the participants had attained a certain level of formal education ranging from a diploma to master's degree level. This wide variation of academic qualification among the participants is an invaluable characteristic which is suitable in terms of the information they can provide to answer the objectives of the study. It is interesting to note that all the participants had more than one academic certificate at the time of the study. In addition to their formal academic certificates all the participants had either a teacher's professional certificate 'A' or a bachelor's in education which is also considered a professional teacher certificate in Ghana. This is an indication of how well qualified the participants were with regards to the pre-requisite certification needed to teach in Ghana. Higher level of academic qualification contributes to increased competence and positively impact teaching practices, creates a conducive environment and possess good comprehension of issues generally (Ansong *et al.*, 2018). Manning *et al.*, (2017) found a positive correlation between higher levels of academic qualifications and the provision of high-quality instruction in kindergarten settings while Eshun *et al.*, (2021) emphasized that kindergarten teachers with higher academic qualifications were more likely to implement developmentally appropriate practices and individualize instructions.

4.2 Participants Perceptive Understanding of Motivation

Participants of this study came up with different descriptions and interpretations of what they think motivation was. This was not surprising considering their relatively high levels of education and their years of service as kindergarten teachers. All the participating teachers have had some tertiary level education and might have encountered the term motivation at some point during their training at their university training or the Colleges of Education Institutions.

Six of the participants described motivation as a force or drive that inspires them to perform their task successfully. Their notion of workplace motivation was in line with Maitland's (2005) definition of motivation, which is simply "the force or process that motivates individuals to act in a certain way" and that of Thohir (2017) who said motivation is some kind of internal drive that pushes someone to do things to achieve something. This suggested that everything that motivates a person causes them to feel an inner drive that compels them to do more of what they do best. Various research has proposed several definitions and/or understandings of motivation. Some of these include Harlie (2012), Sohail *et al.*, (2014), Baumeister (2016), Reeve (2018) who have defined motivation as efforts made by a person to produce good performance and quality; directs and sustains performance; the inner desire to want something or any process that directs, energizes, and sustains behavior respectively. In lieu of these understandings, it is important to note that without motivation, it is difficult to effectively and efficiently achieve meaningful results that will lead to the satisfaction of all parties involved. To achieve a quality workforce in order to sustain a country's labor force, it is important to equip and train teachers who are the implementers of various curricula at schools. This can be achieved if the teacher has the desire and proper orientation to give off the best after the prescribed training. Osborn, *et al.* (2015) highlighted the need to achieve the Sustainable Development Goal 4 (that is, access to quality education), and added that it required a motivated and stable teacher. It is for this reason that all efforts must be put in place to obtain adequate and stable, well-motivated teachers to be able to build strong educational foundations in pupils.

However, some of the participants described motivation as a "thing". They were quick to add that this "thing" has the power and the tendency to cause them to go the extra mile beyond their normal duties.

One of those participants captured such sentiment when she said.

“Motivation is anything that encourages the teacher to go the extra mile in line with his or her duties to yield expected results”. (Participant 06, Female 05/03/2018)

Another participant said,

Something that makes us, the teachers, put in more effort in what we do, and it motivates the students to contribute more to the teaching and learning. (Participant 10; Female, 09/03/2018).

These assertions by these participants agree with that of Latief *et al.* (2018) who believed that a well-motivated person could go beyond what is expected of them which causes productivity and success rates to soar high.

4.3 Motivational Factors for Kindergarten Teachers

The participants in this study enumerated several things they believed motivated them in their respective jobs. They indicated that these factors were the main cause of their motivation as they played a key role in performing their duties as teachers at kindergarten. The factors presented by the participants of this study had been grouped into internal (intrinsic) and external (extrinsic). According to Sohail *et al.*, (2014), motivation possesses a set of energetic forces that originates both within as well as beyond the individual's being to initiate work-related behavior and to determine its form, direction, intensity, and duration'. Reeve (2018) in his book 'Understanding Motivation and Emotions'- the search for optimal Motivation and performance indicated that motivation can be categorized into extrinsic and intrinsic types of motivation.

4.3.1 Internal Desire to Teach (Intrinsic)

Three key internal factors were mentioned by the participants of the study, and these formed the sub themes discussed in this section. These include enthusiasm for the work; seeing the children as their own; positive feedback from the children and divine mandate and the expectation of divine reward.

Sub-theme 1: Enthusiasm for One's Work

The majority (15) of the participants in the study stated that the joy and excitement they feel whenever they had to come to work is not explainable. They continued that this generates some level of passion for their profession. They were of the view that this internal drive rather than by compensation or incentives they receive had kept them on the job all these years. Another dimension of this joy according to the participants was the feeling that they were contributing to the growth of the kids for their future.

One participant captured the above sentiment by saying,

"I have always taught at Sunday school because I love little children. The joy of teaching has affected my career path so much that anytime I'm posted, I request for a KG class. They are very interesting children; they always let me forget my worries, and I so much want to make an impact on their knowledge acquisition." (Participant 17, Female, 15/03/2018).

Another participant said,

"I feel so good when teaching and learning make an impact on the children because I want to help build a better foundation for these children." (Participant 1, Female 01/03/2018).

According to Green (2009), individuals (including teachers) are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen.

The inner desires and energies that spur teachers to work more in a more effective manner is always

as a result of an internally generated motive (Nyarko *et al.*, 2013). Without this, it is always difficult to get going irrespective of the environment associated with the workplace (Hennessey, 2015; Deckers, 2018).

Alugchaab (2011) highlighted several studies that showed how teacher motivation was determined by intrinsic factors such as love and enthusiasm for the work especially among kindergarten teachers who show much more love for the children and the desire to help them nurture their potential. These findings have been affirmed by this study. Alugchaab further explained that the majority of older kindergarten teachers are more likely to exhibit more love, care, and concern for children. This could explain why the average age of the participants is quite high and why they stayed on the job for relatively longer periods.

Sub-theme 2: Seeing the children as their own

The majority of the participants (17) indicated that they see the children as their own and therefore this pushes them to help cater and nurture them to develop academically to progress to other levels of their education. They explained that this inner sense of seeing and taking the children as their own helps them to provide that motherly figure typology for the children. They further explained that possibly it is this typology they showcase that also calms most of the parents to confidently entrust their wards in their care without fear. (Meier & Lemmer, 2015; Wolf, 2020)

A participant opined that,

"I see these children as mine. They console me a lot because I am still praying to God for the Fruit of the Womb. I know these children are my breakthrough."
(Participant 17, Female 15/03/2018).

"As a mother, I feel the need to help nurture these children like mine. " (Participant 21, Female 19/03/2018).

Sub-theme 3: Positive Feedback from the Children

The majority of participants (23) said their motivation was due to the positive results they get from the children they teach. The participants said that when they hear some of the expressions the children make in appreciation of their services, they become joyous, and they are so encouraged to do more. Other participants said in addition to this positive feedback from the children, they feel so excited when the children can grasp what is being taught. The sense of satisfaction associated with such according to the participants is inexplicable and this always keeps them going at their job. Donkoh (2016) also found in his study of teachers that the majority of them were pleased and felt highly motivated about the positive feedback they received from the children they teach and also when their students comprehend what is being taught them. Owala (2016) also reported same when studying teachers in Kenya. Some of the participants in this study expressed these sentiments by saying.

"I just love the feedback I get from the children while teaching. They listen attentively and do exactly what I ask of them except for a few. But am very happy with their response to learning in class."(Participant 19, 06/03/2018).

"For me, it's just the love for the kids because I have a two-year-old daughter, and the experience is fulfilling. Sometimes their comments will make you feel good, and I love to hear those comments. It's very interesting to observe them grow. Then they start writing, talking and singing; it's a good feeling." (Participant 3, Female, 02/03/2018).

"My kids are wonderful. Every morning, they pray for me and I also make sure I give them my best. Because I know God hears the prayers of kids". (Participant 8, Female, 08/03/2018).

The ability to impart knowledge to children at their early years of development according to Klassen & Chiu, (2010) is not just a skill but an inherent desire to make sure that children are able to understand and assimilate what is being taught. Also, the joy that comes with it (intrinsic value) cannot be taught or earned in the form of awards, salaries and remunerations but can be acquired through deliberate and intentional desires to see to the progressive development of children.

Sub-theme 4: Divine Mandate and the Expectation of Divine Reward

Fifteen (15) of the participants indicated that they believed the work they are doing (teaching at kindergarten) was a divine mandate given to them and they felt that they were within that calling and that is enough motivation for them all the time. These participants further explained that they believed that having heeded such calling, they expect to receive some divine rewards either now or in the future. However, seven (7) of the participants were quick to add that they felt they had already been receiving certain divine favors, which they believed was because of their commitment to raising these wonderful children as their own.

Some of the participants had this to say,

"First, it's a mandate from God that whatever you find your hands doing, do it with all you might as if you were doing it unto the Lord. Knowing the children have talent and minds of their own, I'm motivated to help shape their formative years and provide them with the right environment of love, care, and protection." (Participant 14, Female, 13/03/2018).

"I believe in a higher being, and that God is watching me and blessing me based on my actions, so the God I serve motivates me to do a good job." (Participant 23, Female, 20/03/2018).

"Naturally, I love children and opted to teach KG when I was transferred. After teaching kindergarten for a year, God blessed me with my own child at age 45. The love grew stronger, and since then, I have always given it my all." (Participant 01, 01/03/2018).

König & Rothland (2012) described the supernatural expectations of persons who have a strong religious belief and, as a result, view their professional obligations as commands from God. König & Rothland continue that those who have a strong belief in God act as though God will punish or reward them for their labor, and this conviction drives them to do more or less of it. Bishay (1996) studied a group of Muslim employees and found that they had extremely high aspirations for Allah to reward them for doing their work diligently as teachers. These statements confirm the beliefs of some of the participants in this study as they felt their job was a divine mandate and will be rewarded or are being divinely rewarded as they do it willingly.

4.3.2. Extrinsic Factors

The participants mentioned three factors which they believed were not internal but were within their operational environment which in their view acts as motivators. These include availability of teaching and learning resources; participation/involvement in decision-making, Praise and recognition from superiors and parents and Achievement. Numerous studies have demonstrated that accessibility to instructional resources, supervisor support, and a positive learning environment are crucial motivators for teachers to give their all. (Mocheche, Bosire, & Raburu, 2017; Msuya, 2016; Owala, 2016; Greene & Maloon, 2014; Griffin, 2010).

These factors formed sub-themes and have been discussed below.

Sub-theme 1: Availability of Teaching and Learning Resources

The participants were of the view that teaching and learning becomes easier when all the needed resources are available. Eighteen (18) of the participants were of the view that when their leaders do provide the necessary support, that's when they felt most motivated. The participants continued

that there is nothing so demoralizing than teaching without having access to the required teaching aids. Thus, not getting the required backing from leaders of the institution in the provision of teaching and learning resources. They further explained that they work for the government and that all their school supplies are from the central government and hence it takes forever before it gets to their turn as there are a long chain of bureaucratic processes to be followed before simple decisions are implemented. This assertion from the participants highlights the public nature of the schools as compared to the private schools where decision making is swift. Salifu, (2014), alluded to the above by stating that public schools in Ghana must wait for directions and decision to emanate from the Ghana Education Service and the Government before the schools can implement the decision or receive essential teaching and learning materials thereby delaying the progress and advancement of the school.

Two female participants said,

*"I am very happy and confident when the necessary TLM's are available for use but when there is a shortage then I have to improvise. This makes it difficult."
(Participant 12, Female, 12/03/2018).*

"I feel energized when my head teacher provides the necessary TLMs. Because these help the school achieve its goal." (Participant 2, Female, 01/03/2018).

The study did find out that some of the learning environments needed for the conducive learning of the children were not in good shape. In addition to the above, fourteen (14) of the participants added the need for proper renovation of the school facilities and repairs of teaching and learning equipment to enhance teaching and learning.

A participant stated that,

“As a teacher, you must be alerted to avoid accidents in the class since the school structure needs renovations and some of the learning materials are broken with sharp edges which need replacements or repairs. I have reported the situation to the headmaster, but nothing has been done yet.” (Participant 20, Female, 16/03/2018)

One participant also commented on the dilapidated nature of some of the teaching and learning materials and the urgent need for replacements, however, regardless of his constant complaints nothing had come out of it.

The participant lamented that,

“There are a lot of children here, yet the environment is not smart enough for the children to learn new things. The learning materials in the school have been here for a very long time. I have notified the necessary superiors to help improve our kindergarten setting but to no avail. What can I do? It’s sad but for the love for the children we are here. (Participant 4, Male, 02/3/2018)

Sub-theme 2: Involvement in Decision-Making

Being involved in decisions concerning the children they teach was one issue the participants were so much concerned about. For instance, 8 of the participants alluded to the assertion that when they are allowed to participate in the decisions affecting the children and their wellbeing regarding teaching and learning either with parents or head of school, at least they know they had contributed and felt a part of the decisions. This, according to these participants, motivates them to give their best to the children. The participants explained that they spent more time with the children, and this gives them some leverage regarding having a good knowledge of the students and their specific needs hence, if school leaders and/or parents of the children involved them in the decisions affecting the children, they can contribute better and feel satisfied and fulfilled.

Some of the participants stated,

"I know and understand these children very well. Sometimes their parents will call me to try and understand certain behaviors that the child is exhibiting and how to appreciate them. Because I spend so much time with the children it is important for school authorities to consult me as a teacher if they want to implement decision affecting these children in school". (Participants 25, Female, 22/03/2018)

"I am motivated when I am involved in decision-making regarding issues concerning the children in my class so that I can deliver better with understanding."(Participant 9, Female, 09/03/2018).

"What motivates me is my participation in decision-making to help solve our challenges; and parents coming to supervise their wards' progress."(Participant 5, Female, 05/03/2018).

Bakker (2013) discovered a connection between teachers' motivation level and their participation in decision-making. The study found that teachers who weren't included or who said they weren't in any way engaged in the decision-making process concerning their students were less motivated than those who felt involved. Greene & Maloon, (2014) added that participation in decision-making shows respect and acknowledges the significance of teachers as vital players in the educational system, probably this is the key to why the study participants felt motivated when included in the decisions concerning the children they teach.

Sub-theme 3: Praise and Recognition

Receiving praise and recognition from superiors, parents and colleagues was mentioned by 11 of the participants as something that they always look forward to. These participants indicated that such recognition encourages them to do more and give off their best to the children. Guajardo

(2011) is of the view that key behavior change is facilitated by reinforcement. Such reinforcements such as praises or being recognized openly especially spurs individuals (including) teachers to do more.

Some of the participant expressed their sentiments by saying,

"A word of praise and affirmation of a good deed motivates me to do more. I was awarded the best kindergarten teacher two years ago and it really encouraged me to teach well so that I can be awarded again. It is really a nice feeling " (Participant 23, Female, 20/03/2018).

"I feel energized when my head teacher encourages because of my good works." (Participant 16, Female, 14/03/2018).

"I have been awarded on several occasions but its only about the fanfare. There are no monetary incentives that match the extent of work that has been done. Yes, promotions come with an increase in salary but that does not equate to the work done. (Participant 17, Female, 15/03/2018)

"My head teacher always tells me to keep giving off my best in spite of the challenges and that at the right time I will be identified and recognized." (Participant 22, Female, 19/03/2018).

Klassen & Chiu (2010) stated that rewards, praises, and recognition tend to motivate individuals (including kindergarten teachers) and increase their commitment to the service being rendered. In studying kindergarten teachers Jumba (2019), concluded that although kindergarten teachers are passionate about their jobs, they are not satisfied with their job due to the absence of external enforcers like fringe benefits, acceptable working conditions, status, and lack of support by superiors, recognition and general lack of teaching and learning materials.

Sub-theme 4-Achievements and Rewards

The accomplishments that participants achieved in their jobs, is a form of motivation (Nyström *et al.*, 2019) that can spur individuals on to do more. Twenty (20) study participants indicated that when they can produce the desired learning outcomes anticipated from instructing the children is regarded as big milestone achievement for the academic year. They added that the sense of satisfaction and the feelings that come with it do not equate to the stress and tiredness teaching brings to them. These stresses according to Peele & Wolf (2021) lead to depressive and anxiety symptoms by affecting the professional wellbeing of the teacher. This affects the stated outcomes set by the teacher or the school leading to the inability of the teacher to achieve the outcomes set.

In addition to the achievement, a few participants (5) stated that they also get motivated when they are promoted or rewarded. According to them, receiving rewards for your work was motivating enough to make them work harder.

One of the participants said.

"Promotions and incentives are my motivators. Knowing that I will be paid for my services at the end of the day and that can be rewarded when I do the right things is pleasing to me." (Participant 8, Female, 08/03/2018).

Salifu (2015) highlighted that promotions and incentives are key drivers for teacher professionalism in Ghana. This assertion by Salifu points out that when teachers are timeously promoted and incentivized, they readily give of their best. The sentiments expressed by the participant agree with what was espoused by Salifu (2015) concerning teacher professionalism.

The next section presents the findings on job satisfaction from the participants' perspective. The participants were asked to indicate whether based on their motivation, they were satisfied with their job. The section begins with the participants' understanding of job satisfaction.

4.4 Participants Understanding of Job Satisfaction

In this study, the researchers explored the concept of job satisfaction among kindergarten teachers. The findings show that the participants had varied interpretations of job satisfaction as a concept.

For instance, 12 of the participants explained job satisfaction as the happiness and fulfilment they experienced resulting from performing their jobs and 6 stated that job satisfaction is the sense of accomplishment they experienced from doing their jobs. Kusma *et al.*, (2012) and Kosi *et al.* (2015) described job satisfaction as an emotional response given by a person because of his/her employment position and the fulfilment felt when a need is met. According to Hadebe (2001), job satisfaction directly influences a person's feelings and behavior on the job. This indicates that when an individual (pre-teacher) is happy at work, he/she tends to be emotionally balanced and render positive results and the reverse could also be said to be true. A happy and balanced individual (teacher) tends to teach with a sound mind, clarity of thought and serve as a good role model for the pupils. This sense of fulfilment tends to increase the intrinsic desires (the love for the work) and abilities of the teacher.

A participant of the study was of the view that,

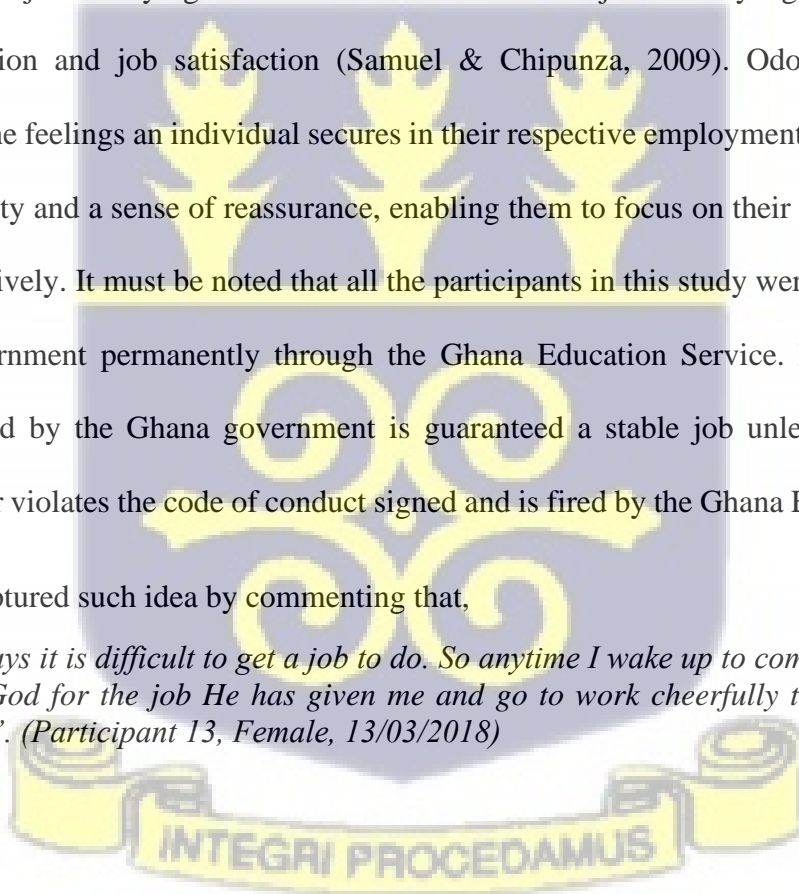
*"Job satisfaction is the fulfilment I get when the kids excel in what has been taught."
(Participant 15, Female, 14/03/2018).*

This results from what they have been able to achieve as a kindergarten teacher at a given point in time. Accomplishment, according to Aryee *et al.* (2016), can be achieved if the right materials and resources needed are provided and the purposeful use of these materials to accomplish the task thereby leading to job satisfaction. These participants found satisfaction in achieving their professional goals and witnessing the positive impact (Alshmemri *et al.*, 2017) of their efforts on children's development. Thus, their satisfaction was rooted in the belief that their work was meaningful and contributed to the growth and success of their students.

Interestingly, 7 of the participants were of the view that for them that feeling of security they get from their work is job satisfying. It has been demonstrated that job security significantly affected employee retention and job satisfaction (Samuel & Chipunza, 2009). Odoom *et al.* (2016) postulated that the feelings an individual secures in their respective employment positions provide them with stability and a sense of reassurance, enabling them to focus on their work and perform their tasks effectively. It must be noted that all the participants in this study were all employed by the Ghana government permanently through the Ghana Education Service. By implication, a teacher employed by the Ghana government is guaranteed a stable job unless that individual decides to quit or violates the code of conduct signed and is fired by the Ghana Education Service.

A participant captured such idea by commenting that,

“Nowadays it is difficult to get a job to do. So anytime I wake up to come to work, I thank God for the job He has given me and go to work cheerfully to meet my children”. (Participant 13, Female, 13/03/2018)



4.5 Perceived Satisfaction and Dissatisfaction among the Teachers

The participants were asked to express how satisfied or dissatisfied they were with their job and the responses have been discussed below.

4.5.1 Satisfaction

The participants outlined some occurrences at their job that they felt made them satisfied on the job. For instance, 6 of the participants stated that the sense of significance given to them by their supervisors and parents makes them very satisfied with their job. According to these participants, when their works are given the recognition deserved by parents and superiors and especially when it is accompanied by a show of appreciation, they said there is nothing more satisfying than that.

One of the participants said,

"I love to teach these children, and what gives me that satisfaction is when I'm recognized, which my head is good at. At the end of the term, my supervisor will organize a party and praise us on our performance; this makes me feel very good"
(Participant 10, Female, 09/03/2018).

Wolf *et al.*, (2015) highlighted the importance of recognition in uplifting the satisfaction levels of kindergarten teachers. They found in their study that a minority of the participants said when they were recognized by superiors and parents made them feel satisfied with their jobs just like the participants of this study.

The love for their jobs and based on the experiences they have acquired over the years; they were able to accomplish more with the children they teach and according to these participants this brings them satisfaction on the job.

Some participants described their satisfaction with their work as follows:

"I love to teach these kids and at the end of the day, I always make sure I'm successful. That is all I aim for when I'm in class, and when that is achieved, I am satisfied. I have been teaching for a very long time and have the experience to survive in this occupation." (Participant 23, Female, 20/01/2018).

"I love it when children grow to be better through my effort. My KG2 children can now read and write as compared to other classes at the same stage, and for me, that makes me proud and always want to do more." (Participant 4, Female, 02/01/2018)

Elaldi & Yerliyurt (2016) highlighted some of the positive attitudes that kindergarten teachers possess which included love and commitment. They tend to show much love because they possess the motherly traits needed in caring for children. Elaldi & Yerliyurt opined that most of the kindergarten teachers were women and was not surprising. This assertion agrees with the findings of this study which found that majority of the kindergarten teachers were women. Akyeampong et al., (2006) alluded that love exhibited by kindergarten teachers tend to influence the way they present lessons or organize their classes.

4.5.2. Dissatisfaction

There were equally some occurrences at their job that the participants felt made them dissatisfied with the job. Interestingly, most (19) of the participants reported being dissatisfied with their jobs. According to the participants, some of the reasons for their dissatisfaction included the failure of the government to adequately supply the fundamental requirements for successful teaching and learning, such as instructional materials, suitable classrooms, and safe and smart playgrounds, lack of professional development opportunities and high workload, low salaries, and inadequate support from the management or administration. These reasons cited by participants agree with Salifu

(2014) who was of the view that the lack of resources, meagre pay, lack of support amongst others led to job satisfaction among teachers. According to Gregg (2013) the inadequate conditions available at working sites had a negative effect on job satisfaction.

The above sentiments were expressed by some of the participants when they stated that.

"I'm not satisfied because the teacher-to-pupil ratio is very high. The classroom congestion, the lack of parental support when you invite them, inadequate teaching and learning materials, and the lack of a safe and clean children's playgrounds affect my joy and love of teaching because the children do not get the best." (Participant 7, Male, 08/03/2018).

"I'm being paid to deliver, but the things needed to make the work easier are not available." We always improvise TLMs; parents don't buy books for their ward because school is free; the heat is too much due to classroom congestion; and the lack of respect for the KG teacher makes me unsatisfied." (Participant 9, Female, 09/03/2018).

"I like what I do. But at the end of the day if my salary is not adjusted timeously to support myself and my family at home then I begin to wonder. Unfortunately, there are very limited jobs out there to find, so you have to stay in this." (Participant 25, Female, 22/03/2018)

Bianca *et al.* (2012) pointed out the importance of job resources (in this case teaching and learning materials) needed for the effective implementation of outcomes to achieve the set results. However, the lack of these resources for teaching and learning according to participants is inhibiting academic activities both for the pupils and the teachers.

These participants who expressed disappointment also cited the lack of support in the classroom. They opined that with the increasing number of pupils, more teachers and the needed resources are having serious implication not just on the teachers but also the pupils. Latief *et al.* (2018) claimed that teachers tend to innovate and improvise to meet set goals or expectations. With the

increasing number of pupils, the need for experience and the ability to innovate comes in handy. The ability of teachers to improvise, thus, to create and perform spontaneously, in the absence of a particular resource comes with experience. Similarly, Robins & Coulter, (2005) stated that when kindergarten teachers stay on their jobs for longer periods of time coupled with their training, they are able to identify the exact needs or resources needed for teaching and learning and are able to compromise and innovate in order to ensure the goal set at the end of the academic year is achieved

"Sincerely, the majority of the things I need to teach with either are not readily available in the school or are in a bad shape. This makes it necessary to always create something to convey what I intend to put across. At times it's difficult as they are kids. But with experience we always get it done. It's not the best but there is nothing we can do." (Participant 6, Female, 05/03/2018)

Lee & Wolf (2019) in their study, realized that kindergarten teachers had burnout as a result of low or inadequate salary. Teachers' inability to financially meet their obligations according to Adu-Agyem & Osei-Poku, (2012) tend to affect their emotional and mental abilities thereby affecting the quality of their work as teachers. This study did find that although kindergarten teachers were not satisfied with their remuneration or salary, they still stayed on the job because they indicated that there are limited job opportunities with better conditions of service in the country.

4.6 Challenges faced by participants with regards to their job

This section presents the findings and the discussions on the challenges the participants enumerated as hindering their work as kindergarten teachers.

Participants of this study came up with different and varied challenges they faced as kindergarten teachers. They mentioned challenges such as lack of respect and stigmatization, lack of adequate teaching and learning materials, poor learning environment, and tedious work, lack of recognition or delay in promotion. These challenges have been grouped into two themes as structural and interpersonal challenges.

Sub-Theme: 1 Interpersonal Challenge

Relationships and connections are good social paradigms that encourage, enhance, and fosters growth, satisfaction, and productivity (Forte & Flores, 2014) at workplaces including schools. Interpersonal relationships among teachers in schools tend to shape behaviors and attitudes (Carmeli et al., 2009). Thus, the total performance and productivity of employees depend on the quality of their interpersonal relationships. Participants in this study lamented the difficulties they encounter with fellow coworkers and superiors. They mentioned issues regarding disrespect, branding or stigmatization which they suffer from their own colleagues. These are discussed below

Lack of Respect and Stigmatization

The study did reveal that Kindergarten teachers are labeled as not good enough to teach at higher levels and are therefore looked down upon. 15 of the participants were concerned about the disrespect and mistreatment they receive from their other colleague teachers who teach in the upper classes. According to the participants, compared to their other colleagues, they are seen as less significant and less knowledgeable, ostracized, and mocked (Reilly, 2014). These ideas were not just held by individuals outside the school system, according to Lochner *et al.* (2012), Njiru (2014), and Reilly (2014); in fact, previous research has found that Kindergarten teachers themselves also hold these perceptions.

Some of the participants sadly expressed their sentiments by saying:

"We, the KG teachers, are paid to teach, and we love our job so much, but the disrespect that comes from other teachers in the upper class is very hurtful. It's as if you are doomed to teach in KG, so it doesn't attract young teachers to KG. They don't appreciate KG teachers, and this makes some of us unhappy." (Participant 18, Female, 15/01/2018).

"... but another disturbing issue is the lack of respect for KG teachers, about which I don't care, but which does affect one's self-esteem. There are other challenges like polluted environments, classroom congestion, no playground, etc., but for another teacher to look down on you is very hurtful, and many wouldn't mind changing classes given the opportunity." (Participant 22, Female, 19/03/2018)

"I am happy teaching these kids, and one of the biggest challenges of teaching KG is the stigma of being seen as a nonperformer to be sent to KG." Most of the KG teachers I have encountered eventually change their class with the slightest opportunity, leaving the older women here because they are about to retire and will want to slow down". (Participant 19, Female, 16/03/2018).

"We work together to achieve desired learning outcomes, but my colleague's attitude towards work is not the best, e.g., lateness. She doesn't put in her maximum effort in teaching these children, which delays learning outcomes because sometimes I must go over things again for these pupils to understand, which she seems not to be bothered by. What I see is she's not happy in the KG class, which I don't blame her for because she wants to teach in the upper primary." (Participant 10, Female, 09/03/2018).

In the light of these revelations by the participants, it's not surprising that Mocheche *et al.*, (2017) pointed out how young teachers felt they are more useful in the higher classes than at the kindergarten level. They did not see the importance of teaching at the kindergarten level since according to Shah (2012) on average older teachers tend to exhibit the love, natural motherliness needed to handle and help grow children especially at the kindergarten level. According to the participants, the younger teachers find it difficult handling the kids, hence the desire to teach at the primary levels and other higher grades. Yet, teachers at the primary levels tend to exhibit little to

no respect for their work (no respect for the intrinsic motivator of the KG teacher) thus, affecting their interpersonal relationships (extrinsic motivator) among fellow colleagues.

It is not surprising that Forson *et al.*, (2021) advised that teachers at all levels should create a learning environment and make it a point to treat fellow teachers with maximum respect devoid of any discrimination to foster unity, growth, and job satisfaction.

Sub-Theme 2: Structural Challenges

Structural challenges include lack of resources within a school whose primary purpose is to improve the hearts and minds of pupils (Ireru *et al.*, 2020). Some of the structural challenges that kindergarten teachers experienced included shortage of Teaching and Learning Materials (TLMs), slow promotion, poor learning conditions, and a heavy workload.

Lack of adequate Teaching and Learning Materials

In education, Ntumi, (2016) stated that without the availability of sufficient resource materials, no effective teaching or learning can occur. All participants said they had some of the teaching and learning resources to facilitate teaching and learning although inadequate. They indicated also that new and smart models of materials needed to meet current trends are also not readily available to them. Participants were of the view that when requests are made to their head offices for the provision of needed teaching and learning materials, it delays, and that when requests are ultimately fulfilled, the quantity requested to make teaching and learning an experience is not met. The lack or delay of these TLM's tends to affect the children, especially the slow-paced learners.

Some of the teachers said.

"In this school we have TLM`s. However, they are old and ought to be changed. There are new smart TLM`s now available on the market. I expect my superiors to make the necessary changes, but I know the new and smart ones won`t come any time soon. So, we will continue to use what is available". (Participants 5, Female, 05/03/2018)

"TLM`s are the ingredients for good academic work. However, the world is changing fast, and we must change some of the TLM`s we are currently using". (Participant 11, Female, 12/03/2018)

In research on the "Challenges Kindergarten Teachers Face in the Implementation of the Early Childhood Curriculum" in the Cape Coast Metropolis, Ntumi (2016) observed a similar problem. He discovered that kindergarten teachers lacked the necessary instructional resources to carry out the early childhood curriculum.

This according to some of the participants affect the learning process however, with age and experience acquired over time while teaching at the kindergarten level, participants stated that they we can achieve their intended outcomes by improvising (Latief *et al.*, 2018). This, according to some of the older participants, is the reason some of the younger teachers have difficulties handling the kindergarten class.

Poor Learning Environment

Strayer, (2012) is of the view that a learning environment is more than just a classroom, it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. According to Higgins *et al.*, (2005), the school environment at the kindergarten level tends to impact greatly on the development of these children who tend to admire, explore, and play around the environment. However, a poor environment limits or inhibits the tendencies of children

to go through their developmental milestones. Fourteen (14) out of the 25 participants of the study threw spotlight on the unfavorable work environment as a major challenge in kindergarten settings. They stipulated about the unclean conditions of the classroom environment, the defaced paintings on the walls of the classroom, insufficient facilities among others, which they said hinder teaching and learning.

Some of them expressed the above by saying.

"The environment is polluted; there are insufficient facilities; there is classroom congestion; there is a lack of playing fields; I love the kids, but the service here is not the best. Even if you invite parents, they will not come."(Participant 14, Female, 13/03/2018).

"The children do not have enough space to play and run around. The classroom is very hot, and the children are always sweating. I feel sad at times, but"(Participant 9, Female, 09/03/2018).

The participants submitted that their learning environment was not good compared to those of other private early childhood education centers within the area. They posited that children at such early years of their lives are susceptible to varying degrees of infections that may probably have an impact on the early development of the child. A participant alluded to the number of children in the class being so many that the slightest infection (cold, cough, catarrh amongst others) spreads quickly amongst the children and at times affecting some of the teachers. Forson et al, (2021) accentuated the need for schools at all levels to have a good and conducive learning environment which has implication for good academic outcomes. Rasheed *et al.*, (2016) add that poor learning environment serves as a demotivation for teaching as espoused by participants in this study.

Tedious Workload

The educational structure in Ghana allows for the Free Compulsory Universal Basic Education whereby education is free at the basic level in public schools. This has led to the massive enrolment of children into various schools. In the light of this, there has been a continuous increase in the number of children at the kindergarten level. This has increased the workload of teachers at all levels of the educational structure (Wolf *et al.*, 2015). Fourteen (14) of the participants perceived their work as difficult, time-sensitive, and energy-intensive. Work overload according to Nwoko *et al.*, (2023) places undue pressure on teachers' work life leading to decrease motivation and job satisfaction.

Some of the participants expressed the complaint about the work overload by saying.

"I have 30 children in my class alone. It is always difficult to get the children to cooperate in class. The work is tedious. At least if I could get an assistant, it would help but I do not have it." (Participant 04, Female, 02/03/2018).

"As a teacher, the adequate number of children to handle at the kindergarten level should be about 10 children. But as you can see, I have 33 children in this class. At the end of the day, I feel so exhausted that I always report to my superiors to add more teachers to the cohort. But it's a public school so you will have to wait for clearance from the government." (Participant 22, Female, 19/03/2018)

The participants expressed the uneasy nature of teaching at the kindergarten level. Wolf *et al.*, (2015) suggested that children at the KG levels are now learning to talk and express themselves; therefore, large class sizes, makes it a daunting task for the kindergarten teacher. To be able to understand what the child wants and to make the child understand what you are teaching is the key to minimizing the difficult challenge that teachers must contend with (Zin *et al.*, 2019). Rasheed

et al., (2016) submitted that the workload on kindergarten teachers ought to be carefully considered so that it does not become demotivation.

Lack of Recognition/Delay in Promotion

Recognition and prompt promotions are powerful tools for school heads to improve teacher motivation, engagement, and productivity. These grant teachers a sense of purpose and value and an improved teacher retention. However, 10 of the participants were of the view that they received less praise for their efforts compared to those in upper grades. Teachers in the upper grades are typically recognized for their achievements with awards like "best teacher." Also, 4 of these participants emphasized that promotions were given out every four years and that they must go through an interview beforehand thereby creating room for nepotism and cronyism.

Some participants expressed these by stating that:

"We are all satisfied or happy to see these kids do so well, and the school provides us with all necessary material needed to achieve teaching and learning. But other factors are concerning such as no allowance, delayed promotions, lack of parental recognition, and... that worries us a lot" (Participant 15, Female, 14/03/2018).

"There's a lack of recognition at the KG level. They overlook us, the government, parents, and all stakeholders involved. They think that at the end of it all, when the children come out successful, that's when we have done well. Working on these children is one hell of a task" (Participant 07, Male, 08/03/2018).

Tillman & Tillman (2008) highlighted the importance of recognition and promotions to the teacher. They intimated that one way to ensure that a teacher can give of the best is when he/she is well trained, recognized and promoted where necessary. The lack of professional recognition, according to Guajardo (2011), hampers the development of the teacher and by extension the effective and efficient developmental growth of the child. A participant in the study linked

commitment to promotion and recognition. This was affirmed by Klassen &Chiu (2010) who found that commitment of teachers and any other employee is based on rewards and recognition whiles Hu *et al.*, (2016) emphasized on the perfect balance between work and promotion to achieve excellence. However, the lack of recognition and or promotions (Jumba, 2019) hinders the motivating drive of the teacher and the development of the children under the care.

The next section presents the findings and discussions on the future intentions of the participants based on their motivation and satisfaction or dissatisfaction on the job.

4.7 Future Intentions to Remain on the Job

Employees' intentions to stay on the job might be influenced by a variety of variables. After a discussion on the difficulties experienced by kindergarten teachers, the survey also looked at whether they planned to quit or stay in their current position as kindergarten teachers in the future.

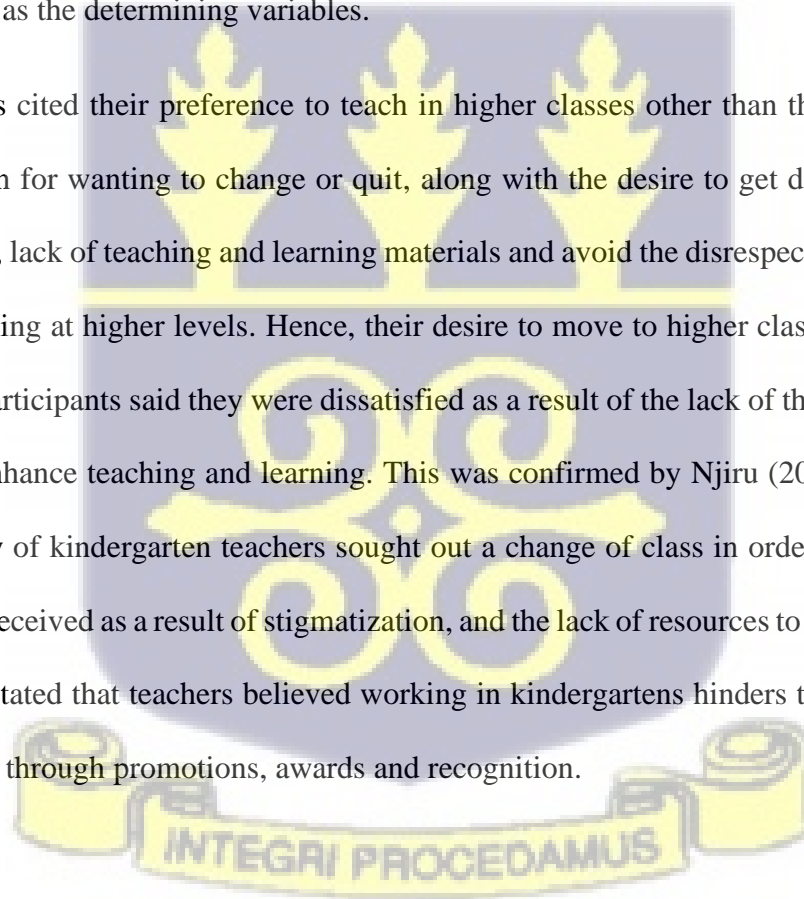
Participants discussed their motivations to change or stay in their current positions. The preference for higher classes, the desire to enhance their education, the need to lessen burdens, and the need for more experience were the main reasons mentioned by participants as being the basis for which they would like to switch from the kindergarten level. On the other hand, the primary reason for the participants who wish to continue teaching at the kindergarten level was the inner drive to make a difference in the lives of children. The following sections discusses the two key ideas of either wanting to change or stay on the job

Sub-Theme 1: Plans to Change

In this study, 15 of the participants shared their intention to change. Some of the reasons cited were the lack of support, teaching and learning materials, tedious nature of the work, amongst others. Participants were of the view that change is natural and when there is a need, and the existing factors fuel it then you ought to look for a change or if possible quit.

Factors influencing kindergarten teachers' desire to change their current job depend on the prevailing conditions associated with the job (Wiebke & Bardin, 2009). According to Torquati *et al.*, (2007), kindergarten teachers who intend to change their job cited the lack of extrinsic work support systems as the determining variables.

The participants cited their preference to teach in higher classes other than the kindergarten as their justification for wanting to change or quit, along with the desire to get diverse experience, lessen workload, lack of teaching and learning materials and avoid the disrespected by their fellow colleagues teaching at higher levels. Hence, their desire to move to higher classes instead of KG or quit. These participants said they were dissatisfied as a result of the lack of the needed extrinsic factors which enhance teaching and learning. This was confirmed by Njiru (2014), who claimed that the majority of kindergarten teachers sought out a change of class in order to avoid the bad reputation they received as a result of stigmatization, and the lack of resources to work with (Salifu, 2014). He also stated that teachers believed working in kindergartens hinders their own personal growth acquired through promotions, awards and recognition.



Some participants were of the view that,

“...if given the choice, I would return to class five because the children are more mature, you can organize classes to enjoy some allowances, you teach half day, and you don't have to write everything for them as you do in kindergarten ... the work is tedious, the kid to teacher ratio is so high, and they require a lot of monitoring so no child gets hurt or a child struggles with learning” (Participant 03, Female, 02/03/2018).

“But I will prefer the upper primary school because I don't have help at this kindergarten level, and I teach them in batches. You must write everything for them and monitor them as well, since these little ones can easily get hurt. Initially, it wasn't a big deal, but I have health issues now, which is becoming a major challenge” (Participant 21, Female, 19/03/2018).

"The kindergarten level will be my last option because the work is very tedious. I will prefer upper primary because at least they have the fundamentals to build on, but here we start from scratch" (Participant 25, Female, 22/03/2018).

The intentions to change by kindergarten teachers has negative impact on children`s learning and development (Sorensen & Ladd, 2020). Children tend to build rapport and trust for their teachers and when these teachers do not have the intention of staying on the job, they do not teach wholeheartedly thereby negatively affecting the children. Also, the lack of specific attention towards the proper handling of kindergarten education is affecting the desires of kindergarten teachers to remain on the job (Yesil Dagli, 2012). The lack of adequate TLM`s and smart devices for learning and the availability of modernized playgrounds for children in the public schools are making it unattractive for the teachers to teach and play. Comparatively, teachers from private schools tend to be more motivated than teachers in the public school due to similar reasons. This is because decision making at private schools tends to be quicker and provisions of needed TLM`s are always available thereby motivating the teacher to do more (Bennell & Akyeampong, 2007).

From this study, although the majority of participants expressed their intention to change to the primary level of education, they are still teaching at the kindergarten level. These participants expressed their innate desire (love and affection) to teach children to have a good pedestal academically however the need to change according to them is a priority (Nyarko *et al.*, 2013).

The ability to change to a different class requires the approval from the proprietor or head of the institution. However, in this study, it was found that most of the proprietors interviewed on whether they would release their teachers indicated their reluctance stating that the teachers they had were the best fit to teach the children.

Some participants confirmed the sentiments expressed by the head teachers by stating that,

"I approached my headmaster about a transfer from the kindergarten level to any of the primary classes. He told me that I have gained relevant experience there and it would be a bad idea to change you to another class." (Participant 02, Female, 01/03/2018).

"My headmaster told me he had to seek clearance from the Ghana Education Service Directorate at Abokobi in order to be able to effect any change. Since then, ... " (Participant 09, Female, 09/03/2018).

Fifteen (15) of the participants who intended to change from the KG also plan to quit. This was not surprising since McConnell (2017) and Njiru (2014) pointed out that teacher attrition at some selected public schools in the Greater Accra Region was found to be 88% out of their respondents (94% male and 86% female teachers) who expressed their desire to quit the teaching profession.

Some of the participants said,

".... To tell you the truth, I have thought about quitting several times. But every time I ask myself, how many years do I have left to retire?" (Participant 21, Female, 19/03/2018).

".... five years ago, I was seriously contemplating about quitting but now I have shelved it because I see my retirement coming." (Participant 05, Female, 05/03/2018).

"I have told my husband to look for a good job for me. If he is able to do it, I will quit. If not, I will be here." (Participant 24, Female, 21/03/2018).

Sub-Theme 2: Intentions to Continue

Ten (10) of the participants said they have no intentions to quit but rather they would stay at the kindergarten. According to them, their innate desire to teach at the kindergarten level was the main factor. This had also been noted by Nyarko *et al.*, (2013). The participants claimed that they simply liked teaching children in kindergarten and always will, and that they don't have any immediate or long-term intentions to quit or alter. Regardless of the challenges faced.

A participant expressed this view:

"...all my teaching life has been at the KG; I don't wish to change classes or pursue another career. I will use my experience to build a better foundation for these little ones." (Participant 11, Female, 12/03/2018).

Torquati *et al.* (2007), found that the factors that accurately predicted kindergarten teachers' intentions to remain in the field were those related to the intrinsic motivators of the instructor. If the teacher is inclined to helping and seeing to the development of children then, it will be difficult for a teacher to quit the job based on extrinsic factors. According to Basalamah & As'ad, (2021) intrinsic or innate desires are so strong that they tend to direct or influence the life of an individual. Participants postulated that although they experienced challenges as kindergarten teachers, they do not intend to change what they are doing since it makes them happy.

However, 4 participants who indicated their dissatisfaction with the job due to the lack of TLM`s, tedious workload, stigmatization, and poor working environment, indicated their willingness to continue with their job.

Two of them stated that,

"..... although I am not happy, I intend to continue teaching at this level because I love kids and they serve as a source of blessing to me." (Participant 18, Female, 15/03/2018).

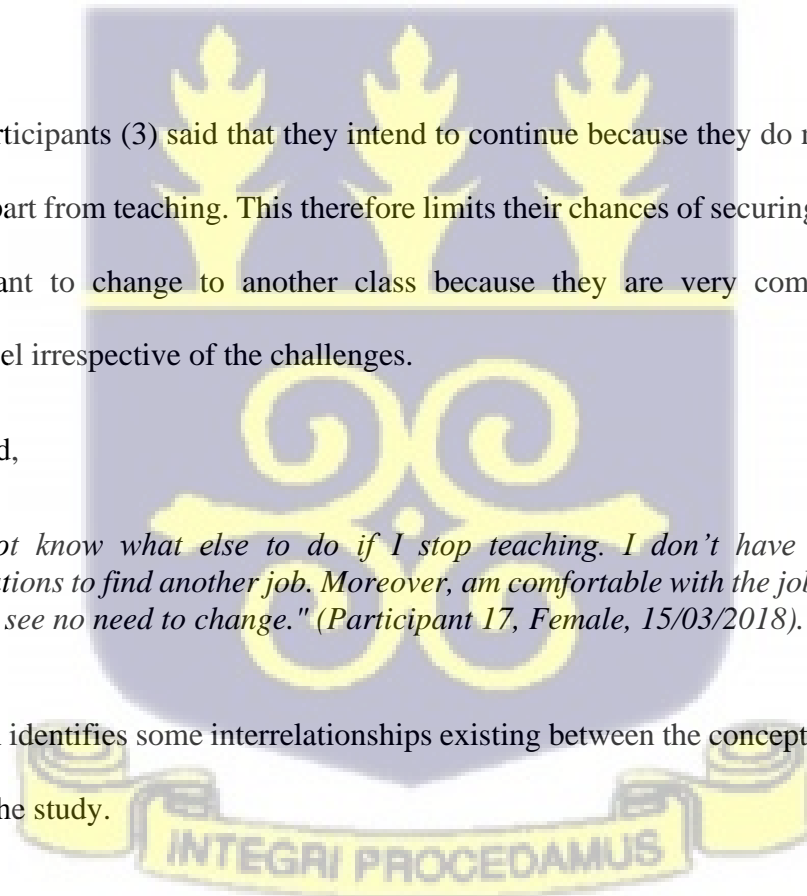
".....getting a job nowadays is difficult especially a government worker and considering my age. So, I prefer to be here knowing that one day the government will finally provide the needs of our school." (Participant 06, Female, 05/03/2018).

A few of the participants (3) said that they intend to continue because they do not have any other qualifications apart from teaching. This therefore limits their chances of securing another job. And they do not want to change to another class because they are very comfortable with the kindergarten level irrespective of the challenges.

One of them said,

"I do not know what else to do if I stop teaching. I don't have any other qualifications to find another job. Moreover, am comfortable with the job am doing now so I see no need to change." (Participant 17, Female, 15/03/2018).

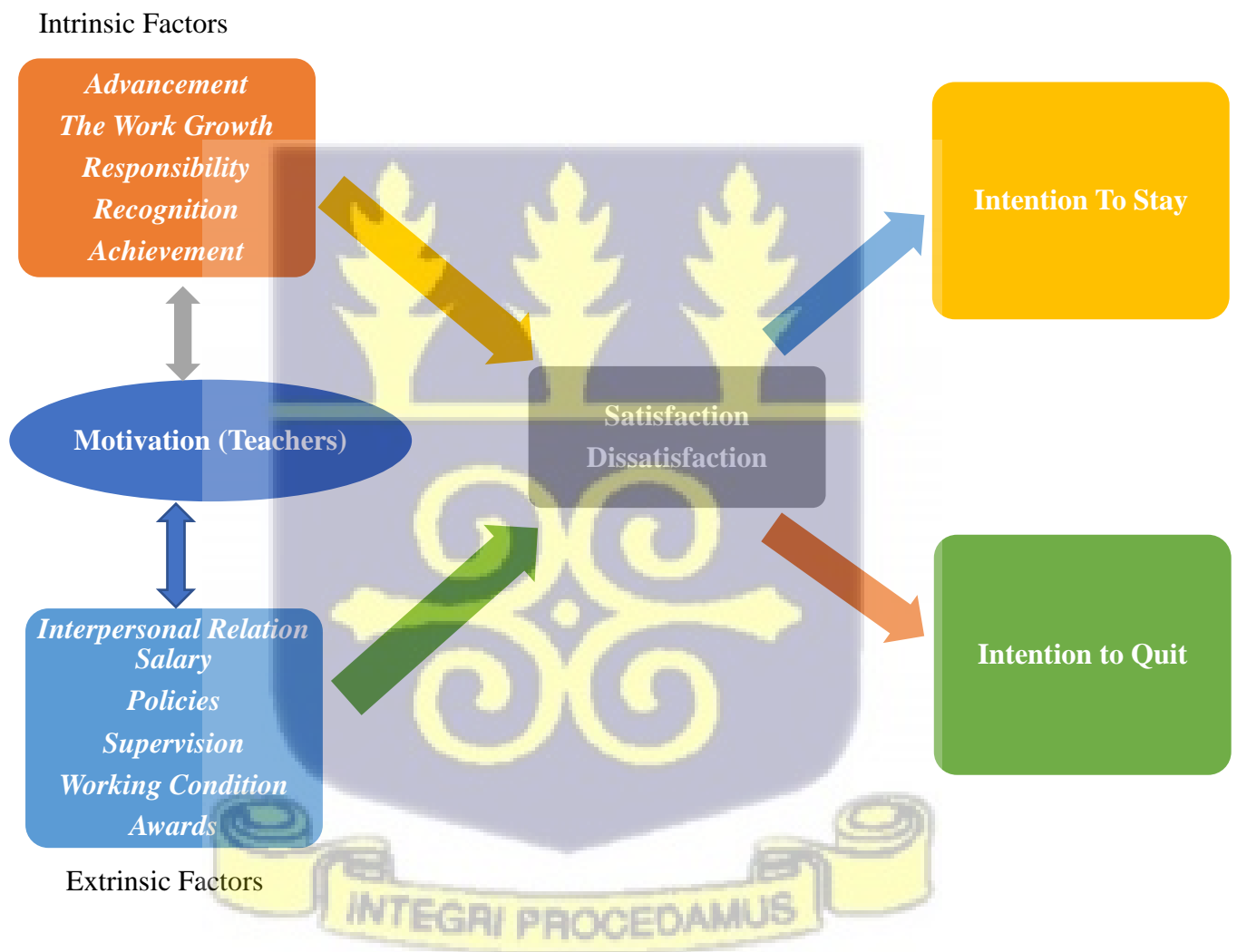
The next section identifies some interrelationships existing between the concepts studied based on the findings of the study.



4.8 Interrelationships among the main themes for the study

Based on the findings, some visible relationship between the variables under study emerged and these are presented in Figure 1 below and discussed.

Figure 4.1: Interrelationships among the major themes for the study



Participants of the study per their knowledge explained what they believed constituted motivation and job satisfaction. They gave several reasons that were grouped into intrinsic and extrinsic

motivators that influenced their ways of teaching. The participants were of the view that intrinsic factors such as praise from children and parents, recognition, achievements etc. were priceless drives which pushed them to give out more to the children while issues like remuneration though important but was not enough to push them out of their jobs. It was found that the key motivational factors that created dissatisfaction in some of the participants were basically extrinsic, including disrespect from colleagues, no and old TLMs, no support from superiors etc. Regardless of the numerous challenges there were split between whether the participants were satisfied with their jobs and had intentions to leave. Whereas some participants expressed satisfaction with their job, others were dissatisfied. All those who were satisfied with their job had the intention to stay, but surprisingly, there were some who expressed dissatisfaction and still wanted to stay on the job. Some felt that there were no jobs available, or they were closer to retirement and hence no need to move though dissatisfied. Therefore, this study can conclusively say that though people may be dissatisfied with their jobs but may not necessarily quit either due to age or the perceptions of no other alternatives available.

4.9 Conclusion

Participants in this study had more females than males with an average of 21 years of teaching experience. All the participants had formal education with a Master`s degree being the highest qualification. Participants had adequate knowledge about motivation and job satisfaction.

Enthusiasm to work, seeing the children as their own, positive feedback from children, divine mandate and the expectation of a divine reward were the intrinsic motivating factors that influenced Kindergarten teachers in this study while majority of teachers were not satisfied with

their extrinsic motivators (lack of adequate TLM's, involvement in decision making, praise and recognition as well as achievements and rewards).

Challenges experienced by participants of the study included interpersonal relationships and structural challenges including inadequate TLM's, poor learning environment, as well as tedious workload. Inasmuch as the majority of the participants were intrinsically motivated to teach, 15 of the participants had plans to change their job roles from the kindergarten level to the primary level. Surprisingly, all the participants that had plans to change their roles had also thought of quitting the job at a point in time. Yet, they are still in their roles as kindergarten teachers

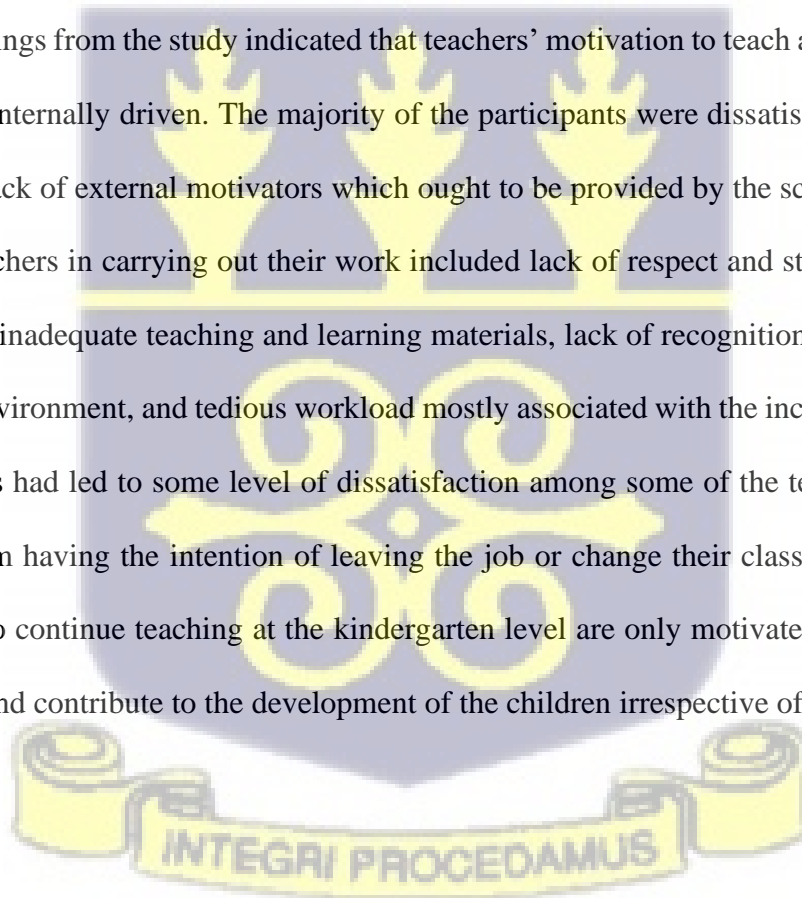


CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The aim of the study was to examine work motivation and job satisfaction among kindergarten teachers in public basic schools and identify their challenges, perceived satisfaction, and the future intentions to remain on the job or change job roles. The study employed a qualitative study design using in-depth interviews. Twenty-five kindergarten teachers were given individual face to face interviews. Findings from the study indicated that teachers' motivation to teach at the kindergarten level was most internally driven. The majority of the participants were dissatisfied with their job because of the lack of external motivators which ought to be provided by the schools. Challenges faced by the teachers in carrying out their work included lack of respect and stigmatization from fellow teachers; inadequate teaching and learning materials, lack of recognition/delay promotion, poor learning environment, and tedious workload mostly associated with the increasing number of enrolments. This had led to some level of dissatisfaction among some of the teachers with more than half of them having the intention of leaving the job or change their class. Those who have clear intention to continue teaching at the kindergarten level are only motivated by their internal desire to teach and contribute to the development of the children irrespective of the challenges.



5.2 Conclusion

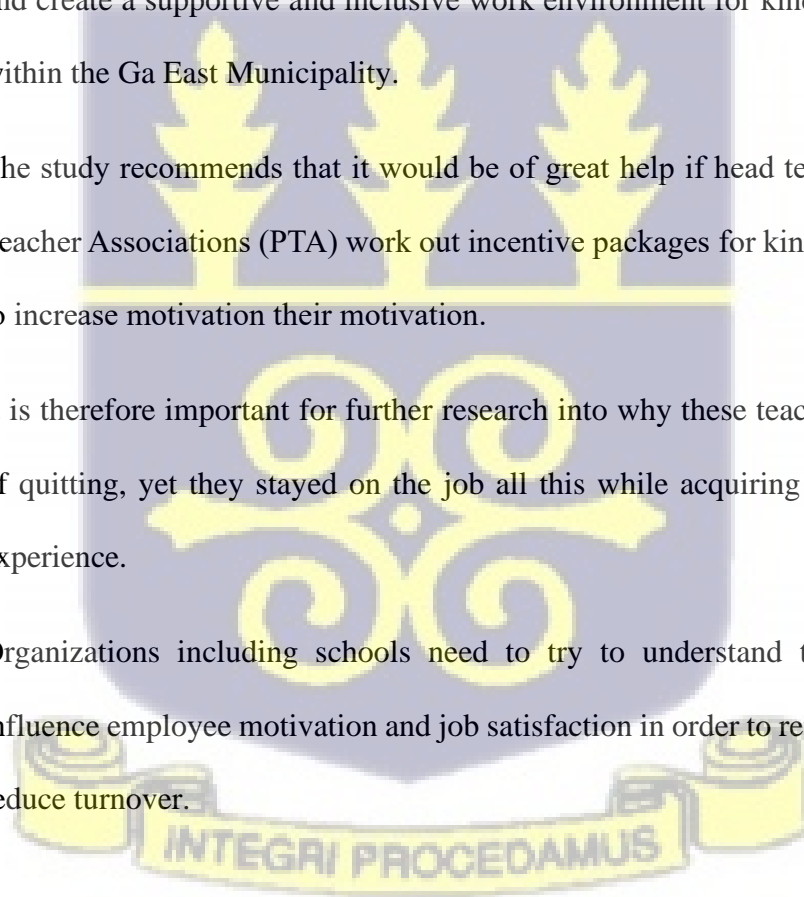
Based on the findings, it is concluded that the challenges (such as lack of promotion, lack of teaching and learning materials, stigmatization, and tedious workload) faced by kindergarten teachers though negatively affected the execution of their jobs made most of the participants dissatisfied with their job. However, regardless of these challenges enumerated by the participants, most of them were still satisfied with their job. Again, the study concludes that though individuals may be dissatisfied with their jobs, they may not necessarily quit due to either the perceptions of non-availability of alternatives or due to age.



5.3. Recommendations

Based on the findings of the study, the following recommendations were made:

1. Findings, if published, would serve as empirical data for relevant stakeholders such as the Ghana Education Service, parents and the teaching body.
2. It is further recommended that,
 - a) Efforts should be made by the Ghana Education Service to provide professional development opportunities, promote work-life balance, offer mentorship programs, and create a supportive and inclusive work environment for kindergarten teachers within the Ga East Municipality.
 - b) The study recommends that it would be of great help if head teachers and Parent Teacher Associations (PTA) work out incentive packages for kindergarten teachers to increase motivation their motivation.
 - c) It is therefore important for further research into why these teachers had thoughts of quitting, yet they stayed on the job all this while acquiring years of working experience.
 - d) Organizations including schools need to try to understand the variables that influence employee motivation and job satisfaction in order to retain personnel and reduce turnover.



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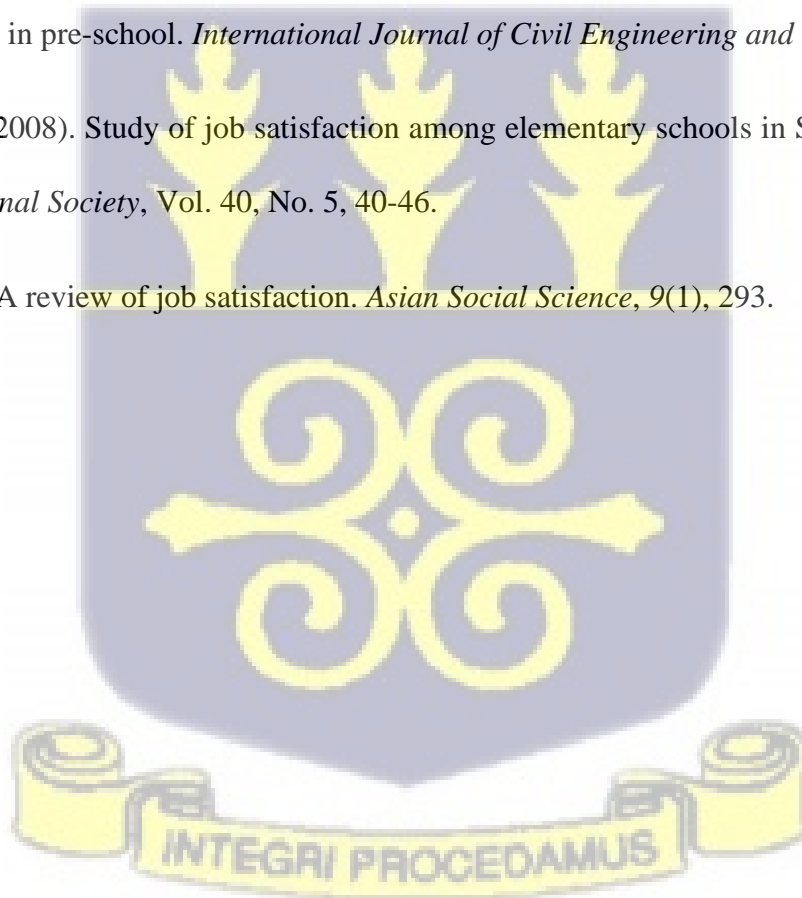
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APPENDICES

Appendix I: Interview Guide

Work Motivation and Job Satisfaction among Kindergarten Teachers of Public Schools in the Ga East Municipality.

Research Questions

1. What are the teachers' subjective understanding of motivation?
2. What factors motivate them to teach at the kindergarten level?
3. What is their understanding of job satisfaction?
4. What gives them satisfaction as teachers?
5. Do their motivation and job satisfaction affect their intentions to remain on the job?

Interview questions for Teachers

- What is your understanding of motivation?
- What motivates you as a teacher and why?
- What is your interpretation of job satisfaction?
- What gives you that satisfaction?
- Does your motivation affect your level of satisfaction?
- Does your motivation and job satisfaction affect or influence your intention to remain on the job?
- How do you recognize your level of satisfaction and that of your other teachers?

Demographic Information of Participants

- 1. Gender: Male Female

- 2. Age:
 - 21 –30 years
 - 31 –40 years
 - 41 –50 years
 - 51 –59 years

- 3 Ethnicity

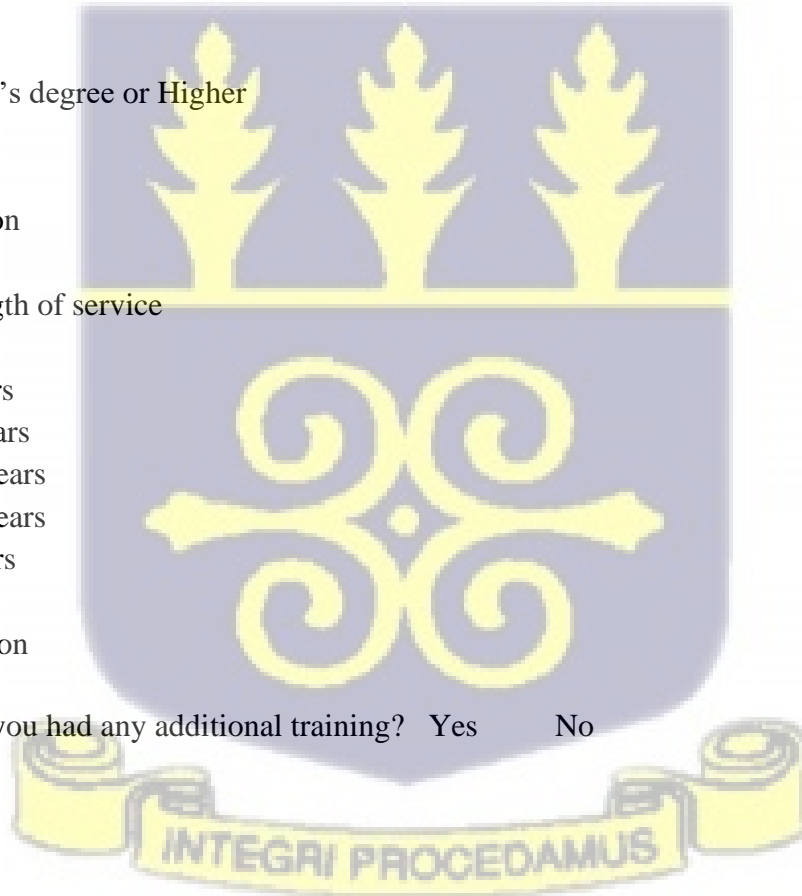
- 4. Academic Qualification
 - No Formal Education
 - Basic
 - Diploma
 - Bachelor’s degree or Higher
 - Other

- 5. Position

- 5.1. Length of service
 - < 1 year
 - 1 –5 years
 - 6 –10 years
 - 11 –15 years
 - 16 –20 years
 - > 20 years

- 6. Location

- 7. Have you had any additional training? Yes No



Appendix 2: An introductory letter from GES office, Abokobi

GHANA EDUCATION SERVICE

*In case of reply the
number and date of this
letter should be quoted*

My Ref. No....GES/GEM/3/16/116.....

Your Ref. No.....



REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
GA EAST MUNICIPALITY
P. O. BOX AK 91
ABOKOBI

5TH FEBRUARY, 2018

DISTRIBUTION
ALL HEADS OF PUBLIC BASIC SCHOOLS

INTRODUCTORY LETTER

This is to introduce to you Ms. Henrietta Ofori-Pusuo, a student of Department of Family and Consumer Sciences, College of Basic and Applied Sciences, University of Ghana, Legon.

She is currently pursuing her Mphil degree.


Her research is on "Motivators of Pre School Teachers in the Ga East Municipality"

Permission has been granted her to conduct her research in Schools in the municipality with Pre-Schools.

We entreat you to give her the necessary assistance

Please, ensure that contact hours are not unduly disrupted.

Thank you.


.....
Bernice Ofori (Mrs.)
THE MUNICIPAL DIRECTOR
GHANA EDUCATION SERVICE
GA EAST - ABOKOBI

INTEGRI PROCEDAMUS

**Appendix 3: Approval Letter from the Ethics Committee for Basic and Applied Sciences
University of Ghana**



UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR BASIC AND APPLIED SCIENCES (ECBAS)

P. O. Box LG 1195, Legon, Accra, Ghana

Ref. No: ECBAS 019/17-18

30th May, 2018.

Miss Henrietta Ofori-Pusuo
Dept. of Family and Consumer Sciences
University of Ghana
Legon, Accra

Dear Miss Ofori-Pusuo,

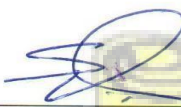
ECBAS 019/17-18: A QUALITATIVE STUDY ON WORK MOTIVATION AND SATISFACTION OF KINDERGARTEN TEACHERS AT GA EAST PUBLIC SCHOOLS.

This is to inform you that the above reference study has been presented to the Ethics Committee for Basic and Applied Sciences for a full board review and the following actions taken subject to the conditions and explanation provided below:

Expiry Date: 29/05/19
On Agenda for: Initial Submission
Date of Submission: 06/11/2017
ECBAS Action: Approved
Reporting: Quarterly

Please accept my congratulations.

Yours sincerely,


Professor Daniel Bruce Sarpong
ECBAS Chairperson



Tel: +233-207684121

Email: eoghartey@ug.edu.gh / ethicscbas@ug.edu.gh