# Factors influencing teaching as a career choice in both public and private universities in Ghana

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## Abstract

**Purpose** – The purpose of this paper is to explore how lecturers in both public and private universities in Ghana are motivated to take up teaching as a career using Herzberg's two-factor theory.

**Design/methodology/approach** – In this paper, qualitative research design was adopted. Data were collected from 24 lecturers from both public and private universities in Ghana and analysed with NVivo.

**Findings** – Results from the analysis indicate that public sector university lecturers are generally better motivated than their counterparts at the private sector. Workload is higher at private universities, affecting research and publications negatively. The study also revealed that there are differences in motivation in relation to the hygiene factors between the public and private university teachers.

**Research limitations/implications** – This study has a few limitations that must be considered and could provide guidance for future study; as this study addressed faculty point of view, future study could investigate from manager's and other stakeholders' point of view in order to get a holistic view of the issues under investigation. The sample size could be improved and the study could be conducted in other African countries for the purposes of comparison.

**Practical implications** – The study shows that many lecturers are not happy in the job for both public and private universities. The findings of the study provide managers in the higher education industry with practical guidelines for strategies to motivate lecturers.

**Originality/value** – Despite the rapid growth in the educational industry in Ghana, limited studies have been conducted into how lecturers are motivated to stay in teaching. This makes this research unique in Ghana. This study makes an original contribution by comparing how public sector and private sector university lecturers differ in their motivation to teach at the university using Herzberg's two-factor theory.

**Keywords** Ghana, Hygiene factors, Higher education

**Paper type** Research paper

## 1. Introduction

The issue of teacher shortage has remained a global phenomenon as it already exists in many countries and across different subjects-areas (Sinclair *et al.*, 2006). According to the United Nations Educational, Scientific and Cultural Organisation Institute for Statistics (2013), 3.3m teaching positions are required in order to achieve universal primary education by 2030. The causes of existing and potential teacher shortages are all attributed to the resignation of qualified teachers, retirement of aged teaching staff and reduction in enrolments of prospective teachers in teacher education programmes (Johnson and Birkeland, 2002; O'Connor, 1999; Preston, 1997). A recent study reported that experienced teachers (i.e. those in their mid to late careers) usually find professional development unsuitable to their interests or needs; hence, they often experience frustration, cynicism, early attrition and burnout (Bressman *et al.*, 2018). It has been acknowledged that many qualified teachers are exiting the profession due to lack of job satisfaction and other non-retirement-related reasons (Sinclair *et al.*, 2006). Other researchers suggest that individuals are not attracted to join the teaching profession as a result of low pay and prestige, less job

security, subordinate status, limited career opportunities and high job demand of teaching (e.g. Johnson and Birkeland, 2002; Johnson and Landman, 2000; Roulston, 2004).

While the reasons for choosing a teaching career vary in accordance with an individual's values and expectations, including the person's cultural characteristics (Anghelache, 2014), Tomšik and Gatial (2018) asserted that personality traits – conscientiousness, openness to experience and extraversion – are positively associated with intrinsic motives for choosing teaching as a career. Earlier studies have identified intrinsic, extrinsic and altruistic reasons why a person may join the teaching profession. While intrinsic reasons relate to interest in the teaching field, personal experience and the possibility for intellectual achievement, extrinsic reasons concern wages and the possibility of longer vacations. The altruistic reasons are related to the desire to help in the formation and development of individuals (Brookhart and Freeman, 1992; Moran *et al.*, 2001). In addition, Flores and Day (2006) maintained that teachers' professional identities are influenced by biological factors such as the teacher's personal schooling experiences, motivation for entering teacher education programme, initial teacher education experiences and contexts within which the profession is practiced. Salifu *et al.* (2018) explored the factors influencing teaching as a career choice among pre-tertiary school teachers in Ghana. The study's findings revealed that factors such as the aspiration to shape the future of learners and adolescents, the passion to contribute to society, the desire to work with students as well as prior teaching experience motivate individuals to join the teaching profession. The implication is that an individual's decision to choose a career in teaching is influenced either by personal values or societal values.

Motivation theorists have persuasively argued that salient motivations trigger, sustain and concentrate behaviour as they have a positive impact on an individual's work commitment (Heinz, 2015; Locke and Latham, 2004; Sinclair, 2008). For instance, salient motivations determine the activities people do, how long they have engaged in such activities and the extent to which they engage in these activities (Dowson and Mclnerney, 2003; Mclnerney *et al.*, 2004). Accordingly, motivation may determine what attracts individuals to join teaching in the higher education sector, how long they remain in the teaching profession and the extent to which they are active instructors.

Even though a plethora of studies have investigated teachers' motivation to teach, the bulk of these studies are concentrated on student teachers (e.g. Anghelache, 2014; Heinz, 2015; Sinclair *et al.*, 2006; Tomšik and Gatial, 2018) and pre-tertiary school teachers (Salifu *et al.*, 2018) to the neglect of teachers in higher education sector. As such, evidence regarding what motivates a person to opt for a teaching career in the higher education sector and what sustains such an individual to continue teaching until retirement remains scarce in the teacher education literature. This study seeks to address the perceived deficit in the literature by exploring the motivation of teachers in higher education through the lens of Herzberg's two-factor theory within the context of Ghana, a Sub-Saharan African country. The study is therefore guided by two main research questions:

*RQ1.* How do the motivators of Herzberg's two-factor theory influence the choice of teaching as a career for lecturers in both public and private universities in Ghana?

*RQ2.* How do the hygiene factors of Herzberg's two-factor theory influence the choice of teaching as a career for lecturers in both public and private universities in Ghana?

## 2. Literature review
Motivation refers to those energetic forces originating from within and outside a person that guide the person's behaviour towards the satisfaction of organisational goals and personal needs (Pinder, 1998). Employee motivation is a complex matter as motivational factors may not affect employees in the same way (Met and Ali, 2014). A study of student teachers' motivation to be primary school teachers revealed that the most common reasons for joining the teaching

profession include positive self-evaluation of the person's attributes and capabilities to teach, predisposition to work with children and the intellectual incentive that teaching provides (Sinclair, 2008). Anghelache (2014) contended that people who are already employed in the educational sector are significantly more motivated to join the teaching profession than those who are not. Anghelache also added that motivation for teaching career is likely to increase with the subject ageing. While individuals are motivated by different factors in their career choice, previous research identified factors such as social networks and cultural traditions, education and conditions prevailing in the labour market and career advancement opportunities (Hodkinson and Sparkes,1997). Tomšik and Gatial (2018) also argued that personality traits play a significant role in motivating individuals in choosing teaching as a profession. As a result, motivation to be a higher education teacher may be universally expressed by these teachers.

Motivation may then influence whether a higher education teacher decides to join the teaching profession, how long this individual remains at post and the person's satisfaction with the job. A possible reason why people may resign from teaching is that their motivations may not be sufficient to sustain their work commitment (Sinclair *et al.*, 2006). For example, the demanding nature of a higher education teaching job, coupled with pressure to produce publications, sometimes compels faculty members to vacate their teaching positions when faced with such realities.

Frederick Herzberg's two-factor theory describes the factors that influence an individual to achieve a specific purpose. These motivational factors are categorised into intrinsic (motivational factors) and extrinsic (hygiene factors). The extrinsic factors are related to the job context and the absence of these factors, i.e., salary, job security, firm's rules and supervision only leads to employee's dissatisfaction (Kulchmanov and Kaliannan, 2014). Intrinsic factors, on the other hand, are related to job content including recognition, advancement, responsibility, achievement and growth opportunity. When these factors are present, employees are satisfied and tend to put in extra effort. Hertzberg's work provides a major theoretical underpinning for this study.

A study exploring the influence of salaries and interpersonal relationships on employee motivation was conducted by Al Araimi (2002) in Oman. Applying Maslow's theory of needs and Herzberg's two-factor theory to test these relationships, the results revealed that salaries have a significant positive effect on employee motivation. Co-worker relationships were similarly found to be significantly related to employee motivation. However, no significant relationship was found between job autonomy and employee motivation. Furthermore, the relationship with a supervisor yielded no significant relationship to employee's motivation. Informal lines of communication between supervisors and subordinates motivate employees. Contrary to the findings of Al Araimi (2002), the findings of Kulchmanov and Kaliannan (2014) suggest that, although money remains the strongest and compulsory factor for employees, money in isolation of non-financial motivational factors did not encourage employees to go beyond their duties.

In addition to the Herzberg's two-factor theory, teacher motivation can also be explained using the theory of self-determination. The theory of self-determination presumes that individual behaviour and well-being are influenced by factors such as personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, nonconscious processes, culture and social environment (Deci and Ryan, 2008). The self-determination theory further distinguishes between autonomous motivation and controlled motivation. Autonomous motivation consists of both intrinsic and extrinsic motivation such that people who are motivated autonomously experience volition, or self-endorsement of their actions. Controlled motivation, on the other hand, comprises of external regulation, in which an individual's behaviour is a function of external contingencies of reward and punishment. Introjected regulation refers to a situation in which the regulation of action has been partially internalised and energised by factors such as approval motive, avoidance of shame, contingent self-determination and ego-involvements (Deci and Ryan, 2008).

## 3. Methodology

### 3.1 Sampling

This study used a qualitative research approach. The data for the study were randomly sampled from both public and private universities in Ghana. Respondents were interviewed at various faculties in their institutions such as offices and common rooms. The population size for the study was 24 respondents. Faculty members were approached and asked if they were willing to be interviewed. Interviews were conducted for an average of 20 min per person. They were advised that interviews would be handled confidentially. Appointments were made and interviews were conducted.

### 3.2 Data gathering process

The researchers employed semi-structured interviews with respondents made up of mainly public and private sector lecturers. The details of the interview process were spelt out in the communication. Interviews were recorded on a digital device.

### 3.3 Ethics

Consistent with ethical research procedures, the researchers sought the consent of the study participants. These individuals were made aware of the aims and objectives of the study. They were also informed that participating in the study was completely voluntary and that an individual had the right to withdraw from participating if the person wished to do so at any time. Participants were then assured that the researchers respected their privacy and as such, all information provided were treated as confidential. Data obtained were de-identified with possible identifiers removed and replaced with codes. Nevertheless, it remained possible to re-identify a specific individual by using the code. Data were safely secured and access to computer files and interview recordings were available by password only.

### 3.4 Coding and analysis of data

Data collected were further transcribed. The data were analysed using NVivo. Data coding was employed during the collection process. Themes were generated from data coded and thematic analysis was employed to arrive at the findings made by the researchers. In all, 14 respondents were males and 10 were females. All respondents were lecturers at a university. In total, 17 respondents were lecturers from the private sector and 7 lecturers were from the public sector. Table I reports how data were coded based on the various themes that emerged from this study.

## 4. Results and discussion

The hygiene factor is supposed to minimise dissatisfaction of employees while the motivators increase employees' reasons to work.

### 4.1 Hygiene factor

*4.1.1 Supervision.* 4.1.1.1 Supervisor. From the findings, the majority of interviewees attested to the fact that their supervisors were proficient and exhibited good leadership skills in the execution of their jobs. Even though a few of them indicated that their motivation was not really subjected to the outcomes and expectations from their supervisors, the majority of interviewees were of the view that the role the supervisor plays is a major catalyst for their motivation. There was, however, a balanced view on the above from both genders and from both public and private institutions:

> […] yes it does contribute to my motivation. If I see fairness I am motivated but I will be demotivated when I see unfairness. At this level I will say my supervisor is fair and that encourages me to continue. And in any situation where there is no fairness, the natural thing is that people will not be motivated to continue and I don't think I will be an exception to that.

| Macro themes | Micro themes | Private | | | | Public | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male Responses | Number of responses | Female Responses | Number of responses | Male Responses | Number of responses | Female Responses | Number of responses |
| Motivators | Achievement | "I enjoy my work. I enjoy what I do. For me I was trained as a teacher but along the line I went to industry to work. But whiles in industry, I kept teaching. So for me, the first thing I have passion for is teaching, that has drove me back to the classroom to teach" | 10 | "I am happy about with my work and I am happy with my academic background so far" | 5 | "I think it means a lot to me because it helps push me to do more. It should be noted" | 5 | "I think it is ok, it is fine" | 1 |
| | Career advancement | "Advancement simply means that, you make a progress as far as your status is concerned. And then also you make advancement in terms of your outward to be recognised" | 9 | "The only reason is that I can keep on doing what I want to do. Academic institutions have insisted on having a PhD if you want to continue teaching. So for me that is a motivation" | 4 | "You are sharing knowledge so you need to advance yourself in terms of acquiring more knowledge, research and academic progression" | 5 | "Personally, yes but of course other factors also come" | 1 |
| | Responsibility | "It brings joy because you work with other people and you take responsibility and you think that what you are doing is helping | 10 | "I think I would like those extra responsibilities. The main thing for me is the teaching" | 6 | "I spend my time doing my work, it is has challenges me to do more" | 5 | "I do a lot of administrative work and that takes a lot of time" | 1 |

(*continued*)

**Table I.**
Matrix display of
responses based on
motivators and
hygiene factors

| Macro themes | Micro themes | Private Male Responses | Number of responses | Private Female Responses | Number of responses | Public Male Responses | Number of responses | Public Female Responses | Number of responses |
|---|---|---|---|---|---|---|---|---|---|
| | Work itself | other people to do their work" "Sometimes, it is difficult and tiring but the fact that I have to share my knowledge with others gives me the motivation to do so" | 9 | "I enjoy what I do and my source of motivation is the very many students I have the opportunity to interact with" | 5 | "I think it is one of the things that is why I am passionate about it" | 5 | "So I enjoy it especially the research part, the reading and the writing" | 1 |
| Hygiene factors | Policy and administration | "Policies. Am aware of some them, I mean the promotional issues, the teaching, the compensation. Yeah the ethics are there" | 10 | "It is something you have to be aware of because it is also a driving factor of one's advancement in their career" | 5 | "[...] of course as a staff in your contract of employment, anything that you need to know is clearly articulated in there" | 5 | "[...] what I am not happy with is not in my department or the university but the whole of Ghana" | 1 |
| | Interpersonal relations | "Work place relationships are very important for the development of the organization. One person cannot work to develop the department" | 9 | "We get along and support each other as much as we can" | 6 | "This is a community which each and every member wants to progress and share common ideas and so one way the other you find yourself interacting with your students, colleagues, faculty members and other administrative staff and it sounds positive" | 5 | "We don't hide and if somebody does anything we tell the person and that doesn't mean the person is angry" | 1 |

**Table I.**

| Macro themes | Micro themes | Private | | | | Public | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | | Female | | Male | | Female | |
| | | Responses | Number of responses | Responses | Number of responses | Responses | Number of responses | Responses | Number of responses |
| | Salary and incentives | "Although I am passionate about my work, I am also paid to do my work and so I expect to receive my salary and other remuneration due me" | 10 | "My job motivation is largely determined by how much I earn" | 5 | "Is the media factor that that actually put me into academia" | 5 | "I think that that one it is a total no" | 1 |
| | Supervision | "In my case when the leader is purpose driven and exhibits good leadership skills I am motivated to also put in my best to also play my part to develop the department" | 10 | "I think he is a fantastic boss and he is more like a father to us. I do enjoy working with him and I am grateful that he is my line manage" | 6 | "We have a hierarchy around and we need to show respect to one another" | 5 | "And I think we are all helpful. They motivate us in different ways" | 1 |
| | Working conditions | "For now my working conditions are good and the environment is serene for working" | 10 | "I think they are ok. I have a good office and my internet and everything runs" | 6 | "Largely you have what it takes to do your basic work" | 5 | "You are supposed to come here every day. But then you need to be consistent at least a week because of the administrative work" | 1 |

**Table I.**

[…] Yes organizational justice. Yes sometimes their actions does not show fairness and where it is not it doesn't motivate.

4.1.1.2 *Fairness*. According to the findings made, the majority of interviewees were of the view that their supervisors showed an utmost level of fairness in their leadership roles. This contributed greatly to their motivation. A few indicated that these supervisors went beyond relating with them on a career basis to becoming like families to them, which greatly affected their motivation positively. On fairness, there were balanced views expressed by respondents across gender and also institution type:

[…] At this level I will say my supervisor is fair and that encourages me to continue. And in any situation where there is no fairness, the natural thing is that people will not be motivated to continue and I don't think I will be an exception to that.

[…] yes I do. I think he is a fantastic boss and he is more like a father to us. I do enjoy working with him and I am grateful that he is my line manager.

4.1.1.3 *Competence*. Almost all interviewees indicated that their supervisors were competent at their jobs. However, they could not directly link their competence to being motivated to continue with their work. It was therefore observed that the competency of the supervisors did not necessarily have an adverse effect on the motivation of the workers. There was a balanced view on the above from both genders and from public and private institutions:

[…] My supervisor is competent […] I'm not sure about fairness but that's just my opinion […] it may be skewed. Again, my motivation does not depend on what someone else does or doesn't do.

4.1.2 *Working conditions*. 4.1.2.1 Working conditions and work environment. From the findings, some of the interviewees from the private institutions gave positive remarks regarding their campus environment, which was very satisfactory; and this could motivate them and create a good perception of their workplace for their peers in other institutions and visitors. However, majority of interviewees from the private institutions felt that more could be done in relation to their working conditions, for example, having good spacious offices, reliable internet connections and learning support systems in classrooms and lecture halls. Majority of interviewees from the public institutions, however, indicated that support systems and working conditions were satisfactory. For both sexes and institutions, interviewees indicated that the work environment and working conditions affected their motivation to a high extent:

[…] The work environment, when it comes to the work environment I will split it into two. The general working environment, the campus, it's Ok, the faculty and anybody who comes around to visit you will like it but when it come to my office, I don't think it's the best. Because currently, I have a pile of past examination papers, piled up for over the past 8 years and we are just begging someone to come for it, you talk to your colleagues and no one seems to be listening. Eventually you don't have a say. So for me the environment yes, the general environment is ok but when it comes to my immediate environment, it is not the best. When it comes to tools for work, we are highly challenged. We don't have the requisite, even internet connection is a challenge. As we speak, for the past, I will say 4 or 5 months, internet on our block is off. So if you go to work and you want to work you cannot have fast internet connection.

4.1.2.2 *Workload*. Majority of the interviewees indicated that the workload was enormous and this, to some extent, affected the time dedicated to publishing. Majority of interviewees who subscribed to this notion were from the private institutions. Most of the females interviewed indicated that the workload was adequate and not too enormous. However, they did not link their motivation to work to the workload:

[…] In my department the workload is shared accordingly so that one will be overworked or stressed.

[…] I think the work can be overbearing. Particularly because I do not have administrative support, and everything has to be handled by the lecturer himself. It makes it difficult and often annoying.

[…] So the work load like I mentioned earlier is 12 hours, it is ok but if you add it to publications and other things, student counselling and all that, then it makes the work a bit challenging. But I think by and large it is ok but it can be improved upon.

4.1.2.3 Work tools. Most of the respondents mentioned that work tools go a long way to motivate them. Almost all interviewees from the public institutions gave positive remarks concerning the support systems provided and work tools made available to them. A number of interviewees from private institutions were unsatisfied with the work tools provided both in the office and in the classrooms and that demotivated them a lot:

[…] The current working conditions are quite bad. I do not even have an official desktop or lap top to work with, let alone a printer. Secretarial support is often very deficient. This can be very frustrating.

[…] well looking at the tools, we don't have much difficulties with it. You go to the lecture room and the projectors are there. Well some have these challenges. Sometimes you go there and though the projector is there you might not have some things that will make it complete. But I think they have made the effort on that to get many of them. But to me, even if I sometimes go in, I am looking at the students' but delivery and that you are able to do your work. So I don't see much of the tools problem. Because you have your laptop, you go there with your power points to lecture.

4.1.3 Salary and additional incentives. Even though about 10 per cent of interviewees from both public and private institutions indicated that their salary was good enough to motivate them, majority were of the view that their salaries and additional incentives did not match their workload. Lecturers from both private and public institutions indicated that their motivation to a large extent was dependent on their salary. This is consistent with the findings of Heinz (2015) who suggested that factors such as levels of pay and opportunity for career progression influence teacher career choices. Overall, the findings indicated that majority of respondents across the sectors and sexes were either motivated or demotivated depending on their salaries in comparison to their workload. However, some male and female interviewees indicated that their source of motivation was not dependent on their salaries:

[…] when it comes to the issue of remuneration, I would say the motivation itself has very little to do with the monetary reward because teaching in itself as a profession is driven by passion not monetary reward. So no amount of money can motivate one to become a passionate teacher. If you don't have it within you, no amount of money can satisfy you. And so I wouldn't want to look at it from the monetary perspective. For me money is not the driving force. What really drives or motivates one is the change you see, the research output and when one is appreciated within the higher education market.

[…] precisely. Money is really not the motivation.

[…] no, no. you should interview a Nigerian professor and they will tell you they don't know why Ghanaian professors still teach because they take double and thrice the salary we take. And that I wouldn't only say us but I think generally in Ghana, people's pay are very low. So I think that that one it is a total no.

4.1.4 Company policies and administration. While respondents were aware of various policies guiding the terms and conditions of their employment, some of them were only concerned with those policies that directly applied to the work they did. Others were of the view that the policies were not clearly communicated to them, which had a negative impact on task accomplishment. In addition, it has been established that various work-related policies guide the decisions and actions of employees so as to enable them to accomplish organisational goals (Bryson, 2018; Tesluk *et al.*, 1997). However, some respondents

indicated that these policies did not influence their goal directed behaviour in any way, even though they had a negative impact on their work when they were changed or amended without prior information. The results of this study then suggest that the nature and administration of university policies, in general, do not play a critical role in employee motivation. The views of the respondents are reflected in the quotes below:

[…] I'm aware of the University's policies to a large extent, not everything though.

[…] Sometimes the policies of the university are unclear and not communicated properly hence this affects the satisfactory completion of tasks. But I try to do my best and not allow some of these policies to affect my input and output.

[…] Broadly speaking, I'm aware of the policies of the University. I see some as positive and some as negative. Whether positive or negative, I refuse to let policies stand in the way of getting my job done. In other words, I don't think the university's policies play a role in motivating me to perform my duties.

4.1.4.1 Interpersonal relations. With reference to interpersonal relations at work, participants agreed that interpersonal relationship was important; it has a positive influence on employee's motivation. It was reported that good interpersonal relations produced a conducive and cordial work environment as employees needed each other's support in discharging their assigned duties: encouraging team work and cooperation among employees was a key ingredient in collaborative research. Poor interpersonal relationships, on the other hand, resulted in acrimony, lack of cooperation, sabotage and antagonism:

Yeah it matters a lot. It affects work. Because if you have good relationship with colleagues […] superiors it helps. And also the environment is very conducive and everybody feels at home to deliver. Yeah but if that is missing, […] people keep on giving excuses, so they don't attend meetings and they don't take advice and other responsibilities so good interpersonal relationships play a lot of role and it's also a supportive work environment.

[…] I don't want an environment that is vindictive, antagonistic. You see, I want what we call mutual respect. So it does, a lot. I mean, people should feel free […].

4.1.5 Motivators. The views of lecturers from both public and private universities were sought concerning motivators. These views bordered on achievement, advancement, responsibility and the work they do. These views are elaborated below.

4.1.5.1 Achievement. In analysing the responses given under achievement, three themes emerged and these are discussed subsequently. Respondents from the public universities reported that student satisfaction, work fulfilment and the cordial relations with students instilled a sense of achievement in them. Although lecturers from private institutions also reported having a sense of achievement through the positive feedback obtained from students, these lecturers also mentioned that benefitting from career development opportunities available in their institutions further instilled in them a sense of achievement:

- Achievement through student satisfaction.

According to the findings, most lecturers from the public sector derive a sense of achievement from teaching students and sharing ideas. This sense of achievement comes when students excel in life and when these students acknowledge the lecturers' contribution to their success. Furthermore, the findings indicated that lecturers from the public universities derived a sense of achievement when students express satisfaction with the knowledge they have gained in class:

I see students who come in and who are unable to appreciate the basic concepts that one is supposed to appreciate, begin to use some of these concepts and do something for themselves, I get

motivated that if I could put in more at least I will be able to affect more lives. Because ideally that is our work, putting a smile on people's faces and making sure that these students some will come and they don't even know the courses that they want to pursue and that kind of thing. We are able to direct them, guide them and that is what gives us the motivation.

Similar observations were made amongst lecturers from the private universities. According to these lecturers, the satisfaction of students and their progress after school as a result of the training and knowledge imparted by these lecturers instilled a sense of achievement in them:

Yes we are inspired and most motivated when you see your student performing well and doing well because they are with you, you teach them and let's say when they graduate and they are working, some of them call you and then you feel a sense of achievement that yes, these are the people you are training and they are producing results in society. So it's a sense of achievement in that regard.

[…] they will not leave you but come back to tell you that we are meeting a whole lot of things all because of the preparation that you have taken us through. It is very refreshing to have all that kind of feedback from your students. So you feel that ok you have done something and you have impacted people with your knowledge and that they carry this knowledge wherever they go. So you feel motivated when you have some of these feedback.

- Achievement through work fulfilment and interpersonal relationship with students.

Some lecturers from the public universities commented that they derived a sense of achievement from non-financial factors like compliments and words of encouragement from people. Additionally, some lecturers mentioned that the cordial relationship that exists between students and lecturers was an achievement:

[…] I feel once what I am doing is being recognized then I am making an impact. Recognition in this sense is not necessarily money, but words of encouragement and commendable comments are just what I need to move on.

[…] So if you cannot relate with them then what is it. I think I have made a difference. I have had extra relationships with a lot of my students and for many of them that have come back to teach, it is because of that relationship, it motivates me to continue and a lot more people have come in and when you share your views with them they also buy into it and I see them also doing it.

- Opportunity for career advancement.

Lecturers from private universities mentioned that their work provided them with various opportunities to advance in their career. These lecturers expressed that these opportunities gave them a sense of achievement and motivated them:

I was told that there is a need for me to publish. Without my work I can't be recognised among my peers and then also for my career advancement. So I took on writing and within four years I was able to submit my documents, my papers, text papers for promotion. And then in the sixth year I was promoted for my career. So for me, I like my job. And then over the period that I have taught, I have published and then I have seen progression in my career.

I have just come in and the prospects are good for my career development and of course for personal gain. But the at senior high level which I taught for 10 years, I can tell you that motivation was not good at all. So it was a big achievement for me to move from there to a higher level. But the prospects for the university level are good and a better life.

4.1.5.2 Advancement. It was observed from the responses that whilst lecturers in the public universities saw advancement as a means to an end, those in the private universities saw advancement as a means to securing their job in view of the competitive nature of their setting.

- Advancement as a means to an end.

According to the findings, some lecturers from the public universities mentioned that advancement is a necessity for progression and a means to an end. Advancement in an aspect of a lecturer's work life serves as a proxy for promotion in another. Advancement also represented more responsibility:

> Talking about progressions I mean in the university setup, your progression in the working environment there depends on what you put in, in terms of your research, teaching and services that you are delivering to the community are very crucial to your progression. It is very important.

Some lecturers also mentioned that advancement was integral when it comes to performing their duties well. According to them, a lecturer must be knowledgeable and therefore must strive to acquire more knowledge in order to facilitate their work:

> You can only give what you have, right. So here what are you giving? You are sharing knowledge so you need to advance yourself in terms of acquiring more knowledge, research and academic progression.

- Advancement as a means of securing your job.

Respondents from the private universities saw advancement as a way to securing one's job and some of the notable means to achieving this included securing a tenure, publishing more research articles, and doing further studies:

> It means a lot. It helps you to secure your tenure, secure your job. With the teaching, publication and also the terminal degrees, that's the PHD's is very important. Everyone is working towards securing a PHD, that's the advancement, getting the terminal degree. And also with the publication, the rule is that, every year you should at least get one paper published […]. It's after you have entered but now things are changing so now a paper or two will help you secure the job. Yeah. But formally it wasn't the requirement but when you enter, every year you should get a paper. If that is not done and when it's time for you to renew your contract that's why I said you secure your tenure or you will have a problem because they gave you some number of years to get the papers or you vacate your post.

- Competition and opportunity for more responsibility.

Additionally, some lecturers from the private universities made reference to the competitive nature of their work and how that enjoins them to strive constantly to advance. Advancement added variety to the career of a lecturer by paving way for other responsibilities and prospects:

> In academia advancement is key and the reason been that if you keep doing the same thing over a period of time at some point you might get bored. So advancement sends a signal of improvement and higher responsibility.

> The only reason is that I can keep on doing what I want to do. Academic institutions have insisted on having a PhD if you want to continue teaching. So for me that is a motivation because I want to keep doing this and if that is the need for me to continue doing what I am doing, why not.

4.1.5.3 Responsibility and work itself. Some lecturers from the private sector made reference to certain aspects of their responsibilities that tend to motivate them. Some of the lectures mentioned that additional responsibility other than that which was required from them diversified their work and this makes their work enjoyable. Having more responsibility was an indication that people had confidence in them:

> And these are responsibilities that tend to let you know that at least you are capable […].. yes it tells me that someone has confidence in me. Because I don't think that you if you don't have confidence in somebody you will place a responsibility in the hands of that person. So it gives me that impression that I believe there is some confidence in me.

Some lecturers mentioned that the aspects of their work that brings them into contact with students for interaction provided fulfilment. Moreover, the aspects of their responsibility that emphasised the impact they made in the lives of students were reported to be a major source of motivation:

> […] yes it does. I will go back to the issue of fulfilment again. You set objectives, you achieve them and you see the results in the outcome of your students and you see how your input influences or changes people's lives and improves the academic wellbeing. So I will say yes.

However, some lecturers within the private domain asserted that the aspects of their responsibility that required them to do other people's work, especially other team member's work, were demotivating:

> I think by and large I enjoyed being a leader or as a responsible person. But the pain is that when your work depends on somebody and you have done your part and the other person is not doing his part that is where the pain is. Because you have to take responsibility as a team leader and when somebody is not playing his/her role well it affects you. So that is where the pain is but apart from that it is all joy than the pain.

Within the public sector some of the respondents expressed mixed thoughts about the satisfaction they obtained from their responsibility. Some lecturers mentioned that their responsibilities enabled them to understand human beings. Others remarked that their responsibilities were stressful. The nature of the teaching job in higher education sector can be stressful and has managerial consequences (Chan *et al.*, 2018):

> […] am learning how to deal with people. Sometimes, you see somebody, you sit down, you plan something, that is it but the person is thinking of something else. You go for meetings, you greet, and somebody can say that "I didn't hear you, you didn't say that" and it becomes your word against the person's word. You know, how do you convince someone that […].You know, that's why I said am learning from all these things.

> I must say in places where they might have other people to handle a lot of things where they can now sit down and do what they want. The stress is that you are doing one thing and you are called to do another thing. Then you are asked to do this and there is pressure on you to meet deadlines.

The findings of the present study are consistent with the argument that workers, in general, are not only preoccupied with wages and job security but also opportunities for advancement, fair treatment, better working conditions, challenging and interesting jobs, autonomy on the job and responsibility (Negandhi, 1985). It has also been observed that the hygiene factors play a significant role in motivating, especially teachers, as was confirmed in this study (Tutor, 1986).

## 5. Conclusion and suggestion for future research
This present study provides an understanding of the factors that motivate those teaching in the higher education sector to join and remain in the teaching profession. The study revealed that there are differences in motivation in relation to the hygiene factors between the public and private university teachers. For example, conditions of service are better at the public institutions than private institutions.

Workload is higher at private universities, affecting research and publications negatively. This did not motivate lecturers at the private universities to publish as expected. Lecturers from the private universities were less satisfied with the availability of work tools and other critical resources. In addition, salaries were found to be better at public universities.

Company policies and administration did not play a critical role in employee motivation. However, company policies were better communicated at the public universities. The last

hygiene factor which was interpersonal relations was deemed critical for employee motivation in both public and private universities. The responses regarding the motivators (achievement, recognition, responsibility, advancement and the work itself) were not significantly different for public and private universities. For example, positive feedback from students and opportunities for career advancement instilled a sense of achievement and provided motivation for both public and private university teachers. A possible explanation could be that there are inadequate and ageing professors in both private and public universities.

This study has implications for higher education managers and policy makers. First, given that teacher commitment and motivation have been seen as crucial success factors for the future of education and schools, stakeholders should pay serious attention to factors that influence teacher motivation. Second, working condition has been found to significantly contribute to respondents' intention to remain in the teaching profession. Hence, educational leaders and policy makers must continue to create and maintain good working conditions at both private and public universities in Ghana. Finally, students' ability to reach their full potentials and excel in their academic endeavours greatly depends on teachers, it is therefore important for educational policy makers to understand what motivates teachers in order to create meaningful opportunities for learners.

This study, like any other, is not without limitations as it has several limitations that merit consideration, as they might be beneficial for future researchers. The sample size could be improved and the study could be conducted in other African countries for the purposes of comparison. Future studies could also examine whether the findings of this research are generalisable to other contexts, in particular the North Africa context and Asia. A quantitative study could be considered, which would make findings more generalisable. In addition, future research should employ a mixed methods research design in order to explore various factors influencing teaching as a career choice. Mixed methods research blends statistical data analysis with qualitative methods leading to validity and reliability of results while providing deeper insight through subjective content analysis of information provided by respondents so as to better understand the interactions of the observed relationships. The mixed methods study results can be useful in generating a model.

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