FACTORS THAT INFLUENCE THE MOTIVATION OF BASIC SCHOOL TEACHERS IN GA EAST MUNICIPALITY

By

Richard Akpilimah Alugchaab

(PG3032209)

A Thesis Submitted to the Institute of Distance Learning (IDL) Kwame Nkrumah University of Science and Technology in partial fulfilment of   the requirements for the degree of

COMMONWEALTH EXECUTIVE MASTER IN BUSINESS ADMINISTRATION

OCTOBER, 2011

DECLARATION

I hereby declare that this submission is my own work towards the award of Commonwealth Executive Masters in Business Administration (CEMBA) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University except where due acknowledgement has been in the text.

Richard AkpilimahAlugchaab(PG3032209) -------------------   ------------------

Student Name and ID   Signature   Date

Certified by

Rev. Dr.W.Owusu-Boateng   ---------------------   ------------------

Supervisor Name   Signature   Date

Certified by

Prof. I.K.Dontwi   ---------------------   ------------------

Dean, IDL   Signature   Date

DEDICATION

This research work is dedicated to my supportive wife, Monica Aboora.

ABSTRACT

The teaching profession used to be a noble one, but in recent times, it is seen as a stopgap (stepping stone). There are a lot of people who would have loved to be working as teachers, but the status of teachers in the country has ebbed to the extent that a lot of intelligent people shy away from the profession. Even the little respect that teachers had in the society in the earlier years has been eroded away due to the fact that most teachers in the country live their lives one day at a time: that is a majority are poor and are mostly demotivated. The main purpose of the study is to find out factors that cause low motivation among teachers in the Ga East Municipality. The principal objective of the study is to determine the motivational levels of teachers. Other objectives are; to determine what constitute teacher motivation, to identify why teachers leave the classroom, to determine how motivation has impacted on teacher's livelihood and to examine how leadership style of head teachers' impact on teacher motivation. A stratified sampling method was adopted to select the respondents. Two hundred respondents were drawn from a population of one thousand four hundred and twenty-six teachers. A set of questionnaire were distributed to elicit response from teachers and the result analysed by means of statistical software SPSS. The results of the findings painted a picture that teachers are not motivated about their work. The result revealed that teachers were passionate about their job but were not satisfied with what Herzberg described as hygiene factors. These factors are salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. The results, however, found out that teachers find solace in interpersonal relationship that exists between and among them.

ACKNOWLEDGEMENT

I am very thankful to my thesis supervisor, Rev.Dr.William Owusu-Boateng, who took it upon himself to guide me through the entire study, made corrections and provided the needed suggestions which in many ways contributed to the completion of this thesis report.

I wish to express my appreciation to my wonderful wife, Monica Aboora, whose constant encouragement supported me throughout the course of study.

I thank friends and study group members specially Samuel, Eric, Kofi, Akosua, Anita, Alidu, Fred, Mark, Kwaku and Williams who in diverse ways have influenced me in life issues.

A great deal of thanks goes to all faculty members who in diverse ways imparted unquantifiable proportion of knowledge to me during the study period.

I thank Raphael Abora for his immerse contribution when writing this report.

Finally, my appreciation goes to Mr and Mrs Akpilimah, both of blessed memory, who saw the need to take me to school. I salute those whose work I made reference to.

TABLE OF CONTENTS

KNUST

List of Tables

List of Figures

List of Acronyms

EFA-------------------- Education for All

ERG ------------------ Existence, Relatedness and Growth

GEM------------------- Ga East Municipality

GNAT------------------Ghana National Association of Teachers

HND-------------------Higher National Diploma

MDG------------------ Millennium Development Goal

NAGRAT-------------National Association of Graduate Teachers

SPSS------------------- Statistical Package for Social Sciences

SSCE------------------Senior Secondary Certificate Examination

TLM-------------------Teaching and Learning Materials

UNESCO------------- United Nations Education Social and Cultural Organization

VSO ------------------- Voluntary Service Organization
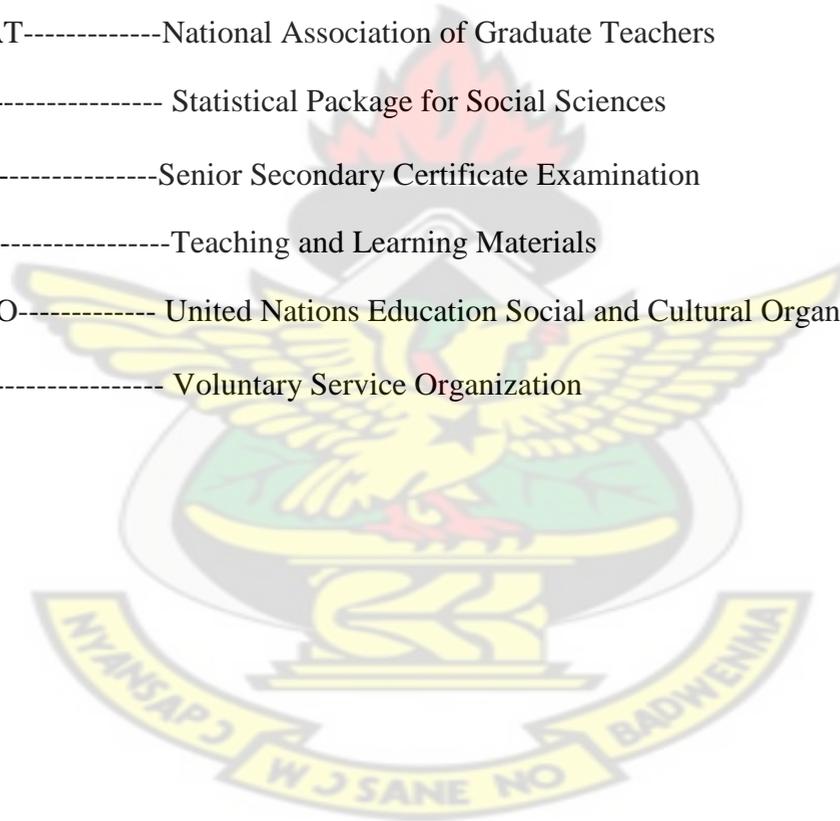
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The quality of a country's stock of human capital influences the extent to which knowledge and technology can be utilised to enhance productivity and to improve the well-being of the citizens. Formal education is the most effective means of skills acquisition and increase in the ability to understand, appreciate and critique new ideas. (World Bank 2004)

Education is development. It creates choices and opportunities for people; reduces the twin burden of poverty and disease and gives a stronger voice in society. For nations, it creates dynamic workforce and well informed citizens who are able to compete globally. (Education for Development, 2008)

The awareness of parents on the need to send their children to school has been very rife in recent times. The importance of education is known by everybody. No parent wants their children to be on the fringes of society. They know that education is the solution to poverty, diseases, marginalization and all other social vices

Education is a process of behavioural change and development that occurs continuously through every stage of life. Teachers are very important and active in every stage of that process. The role of a teacher in society is both significant and valuable. It has a far reaching influence on the society he/she lives and no other personality can have influence more profound than that of the teacher. Students are deeply affected by the love, affection, commitment and character of the teacher.

Students tend to determine their goals in life and their future plans in consultation with their teachers. Therefore a good and forward looking teacher can play a significant role in making the future of the student.

The formation of desirable behaviour in the student is closely linked to the motivation levels of the teacher, as well as the teachers' attitude and behaviour, low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standard in education.

One of the problems facing education delivery have been assigned to the poor standard of those who enter the teaching profession, high teacher turnover and low teacher morale and the quality of teacher work life.

There is a motive, or a string of motives, behind every kind of behaviour in all situations (Cuceloglu, 1997). Almost everyone, in some way is motivated. The motive might be to achieve something, to accomplish a task among others. According to Peter and Waterman (1995), researchers have identified that, the main factors of motivating people is to give the individual a sense of success. An individual's motivation level depends on the material and social gains from the institution they work in (Findikci, 2006). It is not just the physiological needs of employees that need to be met by the organization they work for. The individual also has social and psychological need to be met by an employer (Basaran 1984).

1.2 Statement of the Problem

The Government of Ghana in recent times has demonstrated with ample evidence the commitment to improve education delivery through policy interventions like the school feeding programme, capitation grant and free school uniforms and exercise books. The universally subscribed goal is that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, will have access to complete free and compulsory basic education of good quality. This can only be achieved if students can have access to motivated teachers, however, a cursory observation reveals that the concerns of teachers who are pivotal in the education delivery process have not been properly addressed.

The question then is why is it that despite the training and higher qualifications of public school teachers, their students do not perform well in the Basic Education Certification Examination. Is it because they lack pedagogic or what? Are basic school teachers not motivated enough to give up their best?

Low job motivations among teachers have been attributed to poor conditions of service; high turn-over rates and lack of proper classroom work preparation with mass failure of pupils at BECE are among some manifestations of teacher dissatisfaction and low job morale. GNAT and NAGRAT have been known to champion the rights of teachers by voicing dissatisfaction with pay package and constantly calling for nationwide teacher strike. The worrying aspect of the problem is that professionals who are perceived to be the best teachers are those who resign from their job for better employment in the private sector or in different government departments. Teaching is often viewed by majority of entrants as

a bridging occupation into which they join prior to settling down to more lucrative and satisfying jobs.

The central problem of this study is then to investigate and identify factors that affect teacher motivation in basic schools. The key issues is to ascertain the extent to which factors such as availability of TLM, working/school environment, availability of advancement opportunities, remuneration contribute to teachers levels of motivation and effectiveness in Ga East Municipality.

1.3 Purpose of the Study

The purpose of the study is to explain the possible factors that cause low motivation among teachers in basic schools in Ga East Municipality. The study intends to provide appropriate strategies to remedy low teacher motivation in the study area.

1.4 Objectives

The chief objective of the study is to determine the motivation levels of teachers in the study area, and to identify and discuss the factors that influence their motivation so that management intervention could be designed to enhance their motivation. In order to achieve this chief objective, the following secondary objectives can be identified:

1. To examine the extent of teacher motivation in basic schools in GA East Municipality.

2. To determine what constitute teacher motivation in GA East Municipality.

3. To identify why teachers leave the classroom in GA East Municipality.

4. To determine how motivation has impacted on teachers livelihood in GA East Municipality.

5. To examine how leadership style of school managers impact on teacher motivation in GA East Municipality

1.5 Research Questions

1. To what extent has teacher motivation been in basic schools in GA East Municipality?

2. What constitute teacher motivation in GA East Municipality?

3. Why do teachers leave the classroom in GA East Municipality?

4. To what extent has motivation impacted on teachers' livelihood in GA East Municipality?

5. How does the leadership style of school managers impact on teacher motivation in GA East Municipality?

1.6 Significant of the Study

a. The study will serve a wider purpose of benefiting both researchers in their study in general motivation of employees.

b. It will be a good indicator for policy makers, school managers and all stakeholders in education to unearth the dangers of low motivation of teachers to the development of Ghana.

c. The study will be a step in reducing teacher attrition through the adoption of appropriate motivation strategies.

d. It will be useful to researchers and people in academia.

1.7 Limitation of the Study

A research of this nature demands acknowledgement of its possible shortcomings so as to limit criticisms. There is the need to admit that certain problems are encountered.

Financial and materials problems restricted the scope of the study to the Ga East Municipality. The time within which the researcher was to submit the study also posed   a constraint.

1.8 Delimitation

The research could have covered the whole of the Greater Accra Region but the researcher limited it to only 13 basic schools in GEMA .The research did not cover teachers in preschool and second cycle school in the study area

1.9 Organization of the Study

The study is made of five chapters. Chapter one is made up of the background to the study, statement of the problem, objectives of the study, significant of the study, limitation of the study and delimitation of the study. Chapter two outlines the literature relevant to the study and appropriate theoretical framework suitable to the study. Chapter three highlights on the methodology that is used for the study. It consists of research design, population and sampling, data collection instrument and data analysis. Chapter four deals with findings and discussions of the study and Chapter five comprises of summary of findings, conclusions, recommendations and suggestions.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In chapter one the researcher discussed the background of the study, the research problem, and the research objectives, and research questions, limitation of the study and the significance of the study.

In this chapter, the literature review is done on the following themes: concept of motivation, teacher motivation, causes of teacher attrition in basic schools, motivation and its impact on teachers' livelihood and the relationship between leadership style and motivation of employees.

2.1.1 Meaning and Concept of Motivation

The study of motivation is concerned with why people behave in a certain way. The basic underlying question is, why do people do what they do? Motivation is described as direction and persistence of action (Mullin, 2002). It is about why people choose a particular course of action in preference to others and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems (Ingham, 2000) According to Dembo (2004), motivation is the internal process that gives behaviour its energy and direction. These goals include ones goal, beliefs, perception and expectation. He further asserted that the individual beliefs about the causes of one's failure and success on a present task influence his/her motivation and behaviour on a future task.

Motivation causes people to make choices from available alternatives about how best to allocate their energy and time. People normally tend to be more motivated in

activities or relationships that offer the greatest perceived reward. For example the desire for teachers who want to win the national, regional or district best teacher award motivates them to work harder.

Motivation theorists talk about intrinsic and extrinsic motivators. Extrinsic motivators come from outside the person and include such things as pay, bonuses and other tangible rewards. On the other hand, intrinsic motivators come from a person's internal desire to do something motivated by such things as interest, challenge and personal satisfaction (Dessler, 2005; Robbins and Longton, 2003, Mullins, 2002).

Intrinsic and extrinsic motivation find expression in McGregor's theory x and theory y of motivation. Theory x suggests that people are almost exclusively driven by extrinsic motivators. However, theory y suggests that people are more intrinsically motivated to work, provided the right environment is provided.

Other scholars believe that, the factors associated with achievement, recognition, challenge work responsibility, advancement, self-respect, personal growth, learning on the job and professional development (Herzberg et al, 1959; Ellis, 1984). These factors according to these writers, when present in a work situation, motivate the individual in his or her performance.

Extrinsic motivation on the other hand as suggested by Latham (1998) may be seen as "tangible benefits" as salary, fringe benefits and job security that are associated with the job. He sees it as all issues in the work situation associated with physical conditions, the amount of work and facilities available in the workplace for doing the work.

It is important to note that intrinsic and extrinsic are both important concepts to consider when discussing motivation of teachers in relation to their job satisfaction particularly in the Western World. However, studies from developing countries seem to point to the fact that extrinsic factors such as salary are important in determining teacher job satisfaction. For example, in a study, Tansim (2006) discovered that teachers were not motivated in Bangladesh, as a result of higher dissatisfaction with issues such as salary and the lack of teachers being involved by administrators in decision-making process.

Akyeampong and Bennell (2007) also documented that primary school teacher motivation has declined in recent years particularly, in the urban areas because of high living cost and workload in Ghana. In his study Bame (1991) made similar revelations as teachers in Ghana were highly dissatisfied and de- motivated to perform due to low salaries, poor teaching conditions and condition of service teacher morale and the quality of teacher work life.

Concepts of motivation include the expenditure of effort to achieve a goal (Martin, 2000); creating forces that power and drive behaviour (Bursahoglu, 2002); improving a situation perceived to be difficult by the individual and meeting his need (Dull 1981); providing driving forces to urge people into action (Genc, 1987); increasing employee's willingness to work and making them believe that they will satisfy their personal needs best if they work efficiently in the organization (Yuksel, 1998)

Motivation over the years has become a watchword in the circles of industrial relations. It has becomes very evident in human resource management and development

21

that, people in organization are most important resource (asset) of the organization. People in organizations are the only factor of production that has the inherent ability to combine all the other factors of production to maximise organizational productivity. .

According to Cole (1986) motivation is a term use to describe those processes, both initiative and situational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. Robin (1989) describes motivation as the willingness to exert high levels of effort towards organization goals conditioned by the efforts and ability to satisfy some individual needs. It is the willingness on the part of an individual to productively and efficiently performing at higher levels than required of him under normal circumstances for achieving organizational goals (Nayyar, 2005)

In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goal. It is purposive, designated and goal oriented behaviour that involves certain forces acting on or initiate, sustain and direct behaviour.

The issue of teacher motivation has been dear to the hearts of many policy makers because of its correlation with the quality of education. All national policies and action plans, influenced by international commitments like Millennium Development Goals (MDGs) and Education for all (EFA), highlight the importance of teachers and the pivotal role they play in education. Government of Ghana over the years has committed a lot of resources aimed at enhancing the status, morale and professionalism of teachers. This is evident in the fact that, a huge sum of money is allocated to education in the budget of developing countries (UNESCO, 2006)

2.2 Theoretical Framework

The theoretical framework appropriate for this study is the Abraham Maslow's needs theory.

2.2.1 Needs Theory

Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that people are wanting beings, they always want more, and what they want depends on what they already have (Mullin, 2002).He postulated that human needs are arranged in a hierarchy of importance in five steps.

The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan, 2005, Martin, 2001, Mullin, 2002). In work places such as in Ghanaian primary schools, teachers' need a decent salary to help them to fulfil this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame, 1992). Therefore, it is more likely that primary school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.

The second on the list is safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation and the need for predictability. In the school situation the safety needs manifest itself in the need for job security and safe working environment (Hannagan, 2005, Martin, 2001, and Mullin, 2002)

23

Relating this to the Ghanaian education system could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others, often meet such needs. There is no doubt that this stage of the theory has ramifications for the present study where the study sought to find whether teachers were satisfied with other benefits such as medical bill refunds, transportation allowances and others.

The third on the ladder of needs is variously known as love, belonging or social needs (Mullen, 2003; McShame & Glinow, 2005) .This include affection, sense of belonging social activities friendship and both the giving and given of love. In the school situation, these need manifest themselves in teachers' involvement in formal and informal groups and working in teams. For example, is the Ghanaian primary school teachers satisfied with their interpersonal relationships with their heads, colleagues, pupils' parents and circuit supervisors?

The fourth is called esteemed needs. These include both self-respect and the esteem of others. Self-respect includes the desire for confidence, strength, independence and freedom and achievement. Esteem of others involves reputation or prestige, status, recognition attention and appreciation from others. In the school situation, these needs manifest themselves in head teachers recognising the contribution their teachers make towards the running of the school. Teachers whose students do well in examination should be recognised and given award (Ingersoll, 2001). Thus, this theory is able to guide us in assessing whether primary school teachers are satisfied with the kind of recognition they

receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country.

The fifth and the last is self-actualization needs. This is the development and the realization of one's full potentials. It is about becoming everything that one is capable of becoming. Self-actualization is the highest need and is arguably hardly satisfied because of the quality work life in most schools (Kadzamira, 2006)

2.2.2 Implications of the Theory for Teachers

This theory is relevant to teachers in the study area because meeting the basic survival needs for food and shelter as well as security in is a major daily challenge for teachers in many countries. These can seriously impair the realisation of higher level needs without which effective teacher performance cannot be attained. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities.

2.2.3 Teacher Motivation

What then is teacher motivation? Teacher motivation has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical process within the school environment. It has to do with teacher's interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools.

School climate is important in teacher motivation. If a teacher experience the classroom as a safe, healthy and happy place with supportive resources and facilities for

25

teaching for optimal learning he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. Healthy school environment tend to be related to high teacher morale. A school manager's ability to create a positive school climate and culture can be instrumental in promoting the motivation of teachers.

School management and the leadership style adopted by school managers have a far reaching impact on the motivation of the teacher. Progressive and democratic leader of a school could carry his colleagues along with him/her to achieve a lot for all the stakeholders of the school. Teachers under such a leader would be free to express themselves without being felt intimidated. Typically managers who treat employees in a friendly manner are apt to get more of a positive response. Conversely, an autocratic school managers do not build a good school climate, but do not get his/her subordinates to rally behind them, thereby causing a lot of stress among his/her colleagues.

Teachers who are motivated are generally more productive and can influence students' achievement. Raising teachers' morale creates an environment which is more conducive for learning for students. It also makes teaching more pleasant to the teacher. On the other hand, low levels of satisfaction have been associated with decreased teacher productivity and attrition. Teachers who are not motivated impact negatively on student learning (Otube, 2004). Low teacher morale has been identified as the possible reason for student achievement

2.2.4 Causes of Teacher Attrition in Basic School

The high rate of teacher attrition is attributed to several factors like poor working and living condition, level and type of human capital accumulated by teachers, Conditions of schools,

Living conditions at post, Management within school, Management within education sector, Poor school climate, Low job satisfaction.

2.2.4.1 Level and type of human capital accumulated by teachers

Writing on teacher attrition in Ghana, Baa, Otoo and Osei-Boateng (2009) have argued that one of the causes of the high rate of teacher attrition is the level and type of human capital accumulated by teachers. These researchers confirmed the studies (summarized in Guarino, Santibanez, Daley, &Brewer, 2004), which show that teachers with advanced degrees from prestigious colleges or teachers with degrees in "high market-value" subjects such as mathematics, engineering and science typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. For such teachers, the opportunity cost of staying in the classroom is higher than they are for teachers with skills and knowledge less well-rewarding outside the teaching profession.

2.2.4.2 Movement from primary schools to secondary schools

In sub-Saharan Africa, the greater attractions of secondary teaching combined with a shortage of secondary teachers have resulted in attrition of primary teachers to teach in secondary schools. In general, secondary teachers are better paid than primary teachers, have a higher status, are more likely to have timetables free periods, and are more likely to

work in schools near to centres of population. With the rapid expansion of secondary education in many African countries, there is a shortage of secondary teachers, resulting in a flow of primary teachers into secondary teaching. In some countries the scale of this migration is very significant. In Eritrea, 66% of middle school teachers in government schools were only qualified at the elementary level. In Malawi, 61.5% of teachers in secondary schools were actually qualified as primary teachers. These flows result in significant attrition of primary teachers. In the Gambia the entry into the course which allows primary teachers to upgrade to secondary level is almost half the annual output of newly trained primary teachers (Bennell & Akyaempong, 2007). The situation is not very different in Ghana as some basic school teachers feel second rated to secondary and post secondary school teachers (Mereku, 2002). In Ghana, it has been observed that teachers in secondary school and colleges are likely to be given accommodation, teach fewer periods, teach extra classes which earn them additional income and above all work in a challenging environment (Mereku, 2002) .Basic school teachers do not enjoy all these and therefore will strive to teach in higher institutions.

2.2.4.3 Teaching as a Stepping Stone

Some teachers deliberately enter teaching with a view to moving out of the profession as quickly as possible. In many African countries, teacher training provided an access route to higher education to students without the academic achievement or financial means to enter universities. In-career education schemes that allow teachers to go on study leave to study at the university, or to attend open learning opportunity for teachers to gain further qualifications and leave the teaching profession. In Ghana, for example, teachers

become eligible for study leave after three years of teaching if they pass the university entrance exam in an education related subject. They can then attend university for four years on full pay. In general, study leave is not seen as an opportunity to develop one's skills as a primary teacher, but a way to leave the sector altogether or become a secondary school teacher (Mereku 2002).

2.2.4.4 Poor Management Administration

Regarding the leadership styles and the roles of principals or headmasters, research reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers" perceptions of their principals" leadership styles and decision-making strategies.

Teachers are discouraged by poor management and administrative supports. One of the key areas of difficulty is in the administration of pay. Late payment, incorrect payments, and inability to access pay in a timely manner all cause considerable hardship for teachers, particularly those newly appointed, those on very low salaries, and those in areas where credit is not readily available. Difficulties with payment contribute to the perception of teaching as a low status occupation. (Ingham, 2000).

Teachers are further demotivated by a perception of little control over their posting, transfer or promotion. A report for VSO in Ghana noted that "reports can be made against a person and they will be moved immediately. Decisions appear to be made arbitrarily, rather than on the basis of a fair and transparent appraisal system, and teachers lack awareness of any appeals procedure to allow them to dispute the decisions. Lack of management training

for head teachers can result in poor management practices, a lack of teacher involvement in decision making, and hence to lower teacher morale and increased attrition (Ingersoll, 2001). Promotion procedures which are perceived to be unfair further reduce the attractiveness of the profession.

2.2.4.5 Teacher Background

A number of background attributes have been found to be associated with the motivation of teachers. Demographic factors appear to matter. Young teachers have been found to be less other professions (Sargent&Hannun, 2005; Ingersoll, 2001).The researchers asserted that younger teacher have higher desire for achievement as compared to older teachers. They compare themselves to their colleagues in other professions whose conditions of service are better than theirs and therefore wished they are also treated better. The relationship between teachers' age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher attrition is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years (among those with longer years of experience in the teaching profession). Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (Grissmer &Kirby, 1987, 1992, 1997). Moreover, because the distribution of the age of teachers is skewed upward (i.e., older teachers significantly outnumber younger teachers) many analysts have concluded that retirement due to a rapidly "graying"

teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems(e.g., Grissmer & Kirby, 1997).

Female teacher have been found to be more motivated than male teachers (Sargent&Hannun, 2005).This might explained why most women occupy the higher echelon of the education sector in Ghana. Tasnim (2006) reported in her thesis that women find teaching more convenient than other professions. They get time to take care of their families.

Tasnim (2006) has asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts. She concluded in her thesis that women teachers are more pupils oriented than men teachers and consequently spend more time improving the class climate. They further asserted that this might explain why the top echelon of educational offices and institution are occupied by female teachers.

In most countries, women teachers at government-funded schools are disproportionately employed in urban schools because it is generally accepted that they should not separate from their husbands/partners and there are pervasive cultural concerns about posting single female teachers away from their family homes. For example, in urban areas, 59 per cent of primary school teachers are female, but only 13 per cent in rural schools (Bennell &Mukyanuzi, 2005).

It is found in literature that there are differences in attitudes regarding job satisfaction between men and women. Socio-cultural background plays a vital role for such differences in job satisfaction attitudes. "Bangladeshi women contribute substantially to their households and to the country's economy. A significant number of women also work as teachers, lawyers, journalists, government employees and for non government organizations. Their activities in turn, contribute to the transformation of the traditional values and gender roles of Bangladeshi women's. In spite of these achievements the majority of women in Bangladesh have yet to be empowered to participate actively in the social, cultural, economic, and political life of the country. Gender discrimination is widespread in all spheres and all levels, as indicated by official statistics on health, nutrition, education, employment, and political participation."(Asian development Bank,2001, Country briefing paper, Women in Bangladesh).In such condition how far women especially the female school teachers of Bangladesh satisfied with their job it is a burning question.

It has also been found out that better qualified teachers are less motivated than less qualified teachers (Maclellan, 1991).This finding may be in part attributable to the fact that teachers with better qualifications perceive more alternative opportunities. With the opening-up of the Ghanaian economy, more jobs are being created in the service sectors of the economy. These jobs openings demands employees with high competencies and skills to meet the challenges they will bring to bear on those who would be employed in this sector of the economy. Alternative career paths are opened to current and potential teachers. Teachers with higher qualification in the sciences and business courses leave teaching to

take appointments in banks, insurance companies and other jobs in other sectors. In fact it is

a common knowledge that, a former teacher could be seen in every workplace in Ghana

A key feature of the teaching force in most countries is its heterogeneity, particularly with

respect to educational attainment and professional training. Teachers range from those with

post graduate qualifications to primary school leavers with minimal levels of pre-service

training. Consequently, as an occupational group, teachers do not have the equivalent level

of education and training nor the cohesiveness as well established professions, such as

medical doctors, engineers and lawyers, which have uniformly high academic entry

qualifications. Bennell & Mukyanuzi (2005) has sadly stated that some teachers are often

only slightly better educated than their students in some countries in Africa.

In a study examining job satisfaction in relation to the number of years

administrators had served in their current position, significant statistical differences were

found (Goodwin, 2004). With each of the classifications of job motivation, the

administrators with ten to twenty six years in their current position expressed a higher level

of motivation than the administrators with seven to nine years of experience in their current

position. Job motivation therefore, according to the study by Goodwin increases with

duration spent in the current position.

2.2.5 The Relationship between Leadership Style and Motivation of Teachers

School leadership and management style are also important factors, which can either

motivate or lower teacher morale and commitment. Ingersoll (2001) found that teachers feel

highly motivated when they are consulted about decisions regarding their work.

Unfortunately, too high a proportion of school managers (principals and head teachers) are

highhanded and autocratic in their dealings with teachers (Ingham, 2001). The attitude of inspectors towards teachers in supervising their work is another important work related motivational factor. Otube (2004) found that unfair administrative and supervisory practices tend to undermine teacher morale.

2.2.5.1 Teacher Management

Poor human resource management seriously de-motivates employees. Teacher management at the national regional and district levels is nothing short of chaotic in many countries. Teacher supervision is frequently very weak, especially in Ghana, where head teachers lack formal administrative control over teachers in their schools. There are invariably no effective performance appraisals and inspections are infrequent, especially in more remote schools (Bennell, 2004). Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like they are treated as children. The extent to which teacher grievances are addressed is also a key issue. Effective management training programmes for head teachers can however lead to noticeable improvements in teacher behaviour and performance.

We cannot talk about motivation without talking about people in the organization and how they are managed. This is because it is the proper management of the people, that high productivity is resulted. There are many factors in keeping people motivated. Freeman and Stoner (1992) opined that a common factor in motivation is the type of work employees do. Managers may think that if a teacher has a simple task that he will become efficient at it over time. However, it is also important to look at the fact that doing the job that is the same

day in day out can be boring. When teachers are given a job with varied tasks and ability they tend to stay more motivated. Sadly, most teachers are underutilized and do not get challenged or the ability to show their fullest potentials.

Many people are goal oriented once a leader shows where the effort of the led should be focused (Freeman and Stoner, 1992; Chandan, 2010).They will response to deadlines and planning. It is a good feeling to have a concrete goal to shoot at. Having the ability to achieve goals can be very motivating. In a school, there may be specific planned goals. Attempts by many teachers within the organization to achieve the same goal can create a stronger drive to be successful. School managers should make sure those goals the set for their teachers are reasonable and attainable .The effects of having goals which are impossible to attain has reverse effects and can cause discouragement.

When goals are accomplished, many people like to get reward or benefit. Some goals create personal satisfaction upon completion naturally such as teaching and learning. Additional rewards such as salary increase, allowances and celebrations are also good reminders that individuals are appreciative of what they are doing. Reward work as well as motivating tool that teacher will go out of their way to make sure that they use and develop the kinds of things that are rewarded.

Poor human resource management seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. In most Africa, 'for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort'. Teacher supervision is frequently very weak, especially in countries

such as India, where head teachers lack formal administrative control over teachers in their schools. There are invariably no effective performance appraisal and inspections are infrequent, especially in more remote schools. Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale.

2.2.5.2 Influence in Decision-Making

Contemporary writers on human relations in industry have always asserted that methods permitting subordinates to influence decisions that have effects on them result in more effective performance than methods that deny them to influence. Participation in decision making by a subordinate is assumed to result not only in greater job satisfaction but also higher productivity.

Dessler (2007) has observed that allowing staff to have inputs into policy formulation and to participate in educational decision making can be a source of intrinsic motivation. He further argued that, in a situation where school managers retain all major making powers, some teachers will be resentful and feel a sense of neglect. On the other hand, where decisions making of important issues are discussed by all concerned, teacher will feel that they are part of the school management. In such situation, teachers will be supportive in enforcing school rules that might emanate from the decision taken by the school. Participation in decision making gives teachers the feeling that their contributions

are valued and this fulfils the teacher needs for belonging and self-esteem. Kadzamira (2006) has conceded that teachers are more productive when they are provided with the opportunity to participate in the decision making process of the school.

2.2.5.3 Interpersonal Relationship with Superiors

It is frequently suggested the consideration by a supervisor for the needs or feelings of his subordinates has positive effects on their motivation to perform their jobs effectively. The more "considerate", "supportive" or "employee-oriented" a supervisor is, the greater the extent to which his subordinates will strive to do their jobs well. Thus Chandan (2010) concludes that an employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction. He asserts that a supervisor who obtains the highest productivity is supportive, friendly and helpful, rather than being hostile and endeavours to treat people in a sensitive and considerate way.

Evidence of a positive relationship between the amount of consideration shown by supervisors for their subordinates and productivity was obtained in the field study carried out by Mullins (2002), in a life insurance company. The results indicated that there was a substantial difference depending the amount of consideration those low and high productivity supervisors showed their subordinates. The highly productive supervisors were typically characterized as employee-cantered, as they tended to describe human relations aspect of their jobs as most important to them. On the other hand, those in charge of low productivity work groups were typically characterized as production-centred, for they tended to consider their subordinates primarily as people to get their work done.

2.2.6 Motivation and its Impact on Teachers' livelihood

Teachers' motivation is positively correlated to their livelihood. Writing on designing support for beginning teachers, Stansbury and Zimmerman (2002) observed with greater concern that, a third of beginning teachers quit teaching within the first three years on their job. Low level of motivation which manifests itself in the form low wages, poor working condition, low recognition and poor management practices by superior officers impact negatively on teachers' livelihood.

2.2.6.1 Remuneration

One indisputable source of the desire for people to work is the money they are paid for working (Smith&Warner, 1993). According to Chandan (2010), few people would dispute the importance of anticipated economic consequences in the guidance of human conduct. He further asserts that it would be incorrect to link the importance of money in any society simply to the satisfaction of biological needs. The goods and services that are purchased with money go beyond ensuring survival; they serve among other things as an indicator of social status. Originally restricted to wages, the economic outcomes derived from the occupancy of work roles now include a wide range of fringe benefits including retirement programmes, life and health insurance plans and educational programs etc. Smith&Warner (1993), states that for a large majority of workers, job is their only source of income. Other things being equal, the worker is likely to prefer a job that offers him a higher income. They further revealed that money is also a source of status and prestige in society.

Nearly all occupational groups consider either the amount of pay or employment security to be relatively important (Smith et al., 1993). Recent research by Ingham (2000), suggests that individuals who believe they are inequitably paid are often dissatisfied with their jobs. The root of the desire for adequate pay is the desire of a person to satisfy his physical needs (food, shelter, clothing), though it can also entail much more than this. Money also serves as a symbol of achievement, as a source of recognition and a means of obtaining other values such as leisure (Maclelland , 1991). To one, it is a status symbol yet to another, it allows greater freedom of action in all areas of life. The basis of the desire for equitable pay is the desire for justice or fairness. Other factors besides money and security have however been found to contribute to work motivation such as relationship with colleagues.

Writing on motivation, Maclellan (1991) stated that it is costly mistake to get lost in false theory that more money equals happy employees. He mention some of the non-monetary motivation as recognition of what employees do; applauding your people for specific achievements, one own coaching, conducting training programmes regularly, setting a career part within the organization, job titles, good work environment, giving employees leadership roles; teach spirit, social gathering, casual dress day, outside seminars, giving additional responsibility. Confirming that money could not be equated to motivation, Herzberg's two factor theory could cause dissatisfaction, however their presence do not necessarily lead to motivation. They produced no growth but prevent loss (Chandan, 2010).

Hoy and Miskel (1996) has asserted that teachers are motivated by the opportunity to get more money, especially teachers whose income fall short of meeting their lower needs of physiological and security needs. Teachers are not necessarily motivated by money; however the lack of it to meet their basic needs can frustrate and demotivate them.

However, in the U.S poor salary is one of the most important reasons for leaving teaching (Ingersoll, 2001). He also observed that, low salaries and truncated salary scales are among the main reason that the most teachers leave the teaching profession.

2.2.6.2 Community Factors

Schools are located in communities and these communities play a significant role in the motivation of teachers. Community poverty in developing countries presents a huge challenge to teachers in under-resource schools where basic infrastructure and teaching and learning materials are not available (Kadzamira, 2006; Sargent&Hannum, 2003).Teachers serving in rural schools are faced with the challenge of meeting their basic physiological needs of food, shelter and clothing. Physical condition brought about by poverty makes daily necessities difficult to come by. Teachers in rural setting may face a lack of transportation and educational facilities. Recreation and opportunities for enrichment and personal advancement are often limited.

Kleop and Tarifa(1994) in their study found out that Albanian teachers were satisfied with their job because felt highly respected in the communities where they live and work, were very well integrated in the communities where they work, and were frequently found in their students' families. This means that the teacher parents' relationship has a profound impact on the teachers' perception of themselves. Community attitude to teachers

40

can affect teacher motivation. Community support to teachers through parents of students in the community can be an added boost to the morale of teachers. It stands to reason that where the social distance between the teacher and the student is close, teachers are tend to be motivated but where the social distance between the teacher and the students are wide it tend to dissatisfies the teacher.

Where teachers feel society is dismissive of the profession, their commitment is undermined. Promoting teachers 'en masse', without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers (Ingersoll, 2001).

2.2.6.3 Advancement and Promotion
While it may seem logical that an employee could appreciate the opportunity of advancement offered by his company or organization, other employees could still be dissatisfied with the chances for promotion, simply because they do not exist. Such individuals' valued standards would depend upon personal ambitions and career aspirations. Alternatively, an individual might view the promotion system in their firm as unfair yet still be personally satisfied because he does not possess the necessary qualifications for promotion or does not have what is required to advance his career, (Hayden, 1993). The roots of the desire of promotion would include the desire for psychological growth, the desire for higher earning and the desire for social status to those who base their self-image on what others think of them. A studies by (Smith&Warner 1993) suggests that a strong desire to move continuously upward is a strong characteristic of members of any society.

Advancement refers to actual change upward in status and can be realised through promotion. Advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Advancement is realised when a teacher is promoted to an assistant head teacher or a head teacher.

Promotion has a long lasting effect and therefore it is regarded as a strong element in job satisfaction. Promotion gives a sense of growth and the desire for promotion originate from the need for status, respect, security in the form of higher income, esteem and recognition in society.

2.2.6.4 Working and Living Conditions

Generally, employees value physical surroundings that are not dangerous or uncomfortable. Most employees also value locations that are close to home, offer cleanliness, adequate tools and equipment and buildings that are in good conditions among others. The basic principles underlying an employee's preference for pleasant working conditions are, the desire for physical comfort based on his or her physical needs and the desire for conditions that facilitate or do not block the attainment of his or her work goals (Hayden, 1993). His study shows that complaints about physical working conditions are sometimes manifestations of deeper frustrations such as personal problems and anxiety. The work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Schools in many countries lack basic amenities such as pipe borne water and electricity, staff rooms, and toilets. Housing is a major issue for nearly all teachers. Writing on teacher motivation in Sub Saharan Africa and South Asia, Bennell and Akyeampong (2007) have documented that all the twelve country case studies highlighted

42

the huge impact that working and living conditions have on teacher motivation and their classroom performance. The writers mentioned workload that is the numbers of pupils and working hours, teachers teach general classroom conditions, management support, school location, living arrangements and distance to work are some the factors that affect teacher motivation. School managers who create warm and accepting yet professional atmospheres will promote favourable attitudes towards teaching and learning.

The work environment is also an important determining factor in teacher motivation. Greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology adopted for the study. It is made up of the research design, population, sample and sampling technique, data collection instruments, and data analysis.

3.1 Research Design

Research design is a strategy of conducting a research study, and that the design provides the overall framework for collecting data. Thus, research design refers to the exposition or plan and structure of the investigation and has the objective of planning, structuring and executing the research concerned in such a way that the validity of the findings are maximised in answering research questions. It is the plan or blue print according to which data is to be collected to investigate the research questions in the most economical manner. In this study, both quantitative and qualitative research design was used to investigate factors that affect teacher motivation in the Ga East Municipality of Greater Accra Region.

3.1.1 Population

Population, also called universe, is the entire set of people, events object of research and about which the researcher wants to determine some characteristics. It is that aggregation from which the sample is actually selected. The study was conducted among 2633 public basic school teachers. From a population of 2633 teachers 200 teachers representing 7.6 per cent was selected.

3.1.2 Sample and sampling technique

A sample is a subset of the population and a representative sample must have properties that best represent the population so as to allow for accurate generalization of result. The sampling process involves taking a portion of the target population; investigate group and then generalizing the findings to the larger population from which the sample was drawn.

A stratified and simple random sampling were used for this study. The schools were put into two strata; thus private and public schools. The stratification is necessary to ensure that the two major types of schools are represented, thus enhancing the accuracy of the research results.

Simple random was use to select the respondents. 128 teachers were chosen from 8 public schools whilst 72 teachers were selected from 5 private schools. Random sampling is the best way to choose a sample that is unbiased because it will ensure an optimal chance of drawing a sample that is representative of the population from which is was drawn.

3.1.3 Research instruments for Data Collection

This is about research design and organization of the questionnaire. A self-administered and research designed questionnaire was used to collect relevant standardised data from all subjects in the sample. The questionnaire was made up closed ended and open ended items. Questionnaire techniques was adopted because it assure anonymity and permit wider coverage of respondents who are geographically dispersed, questions are standardised and can be easily scored. The questionnaire consisted of forty items. The first part was designed to collect biographical or personal data like gender, age, number of years

taught, current post among others. The second part of the questionnaire consisted of five point's likert scale items for rating of teachers' perception of and satisfaction with, certain aspects of their work. The third section is made up of open ended questions which allow for free expression of thoughts from the respondents. The set of questionnaire was administered by the researcher himself to the respondents. To ensure a high percentage response, the researcher waited to collect the answered questionnaire from respondents after some time has been given them to complete it.

3.2 Data Analysis

The data were coded and analysed with the help of a computer Software known as Statistical Package for Social Scientist (SPSS) for the purpose of analysing the data obtained. The results of the data were presented in the form of figures and tables. Both primary and secondary data were collected to support the study. The data collected from respondents using the questionnaire was presented quantitatively as tables, frequencies and different types of charts via SPSS.

CHAPTER FOUR
ANALYSIS, DISCUSSIONS AND REPRESENTATION OF RESULTS

4.0 Results and Discusions

This chapter is on presentation of data and data analysis.The findings have been presented in figures and tables.Discussions on the findings have also been provided to interpret the meaning of the findings.

4.1 Gender distribution of teachers and motivation
Fig.1 Gender of Teachers
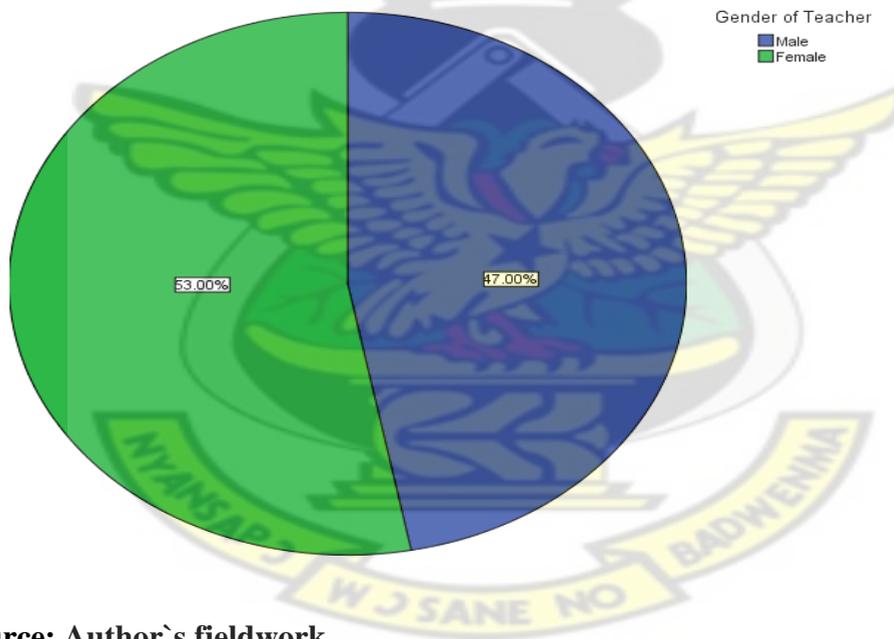
Source: Author`s fieldwork

Fig. 1 shows distribution of samples on gender bases. Out of the sample of two hundred, 53 percent of the respondents are female whereas 47 per cent are males. The disparity between male and female percentages could be attributed to the fact that, female

teachers form the larger percentage of teachers who work in the urban and peri-urban communities of Ghana. The reason for a large concentration constituency of female teachers in the urban areas could be attributed to female teachers joining their husbands who work in the urban areas.

4.2 Age distribution of teacher and motivation

Fig 2 Age of teachers
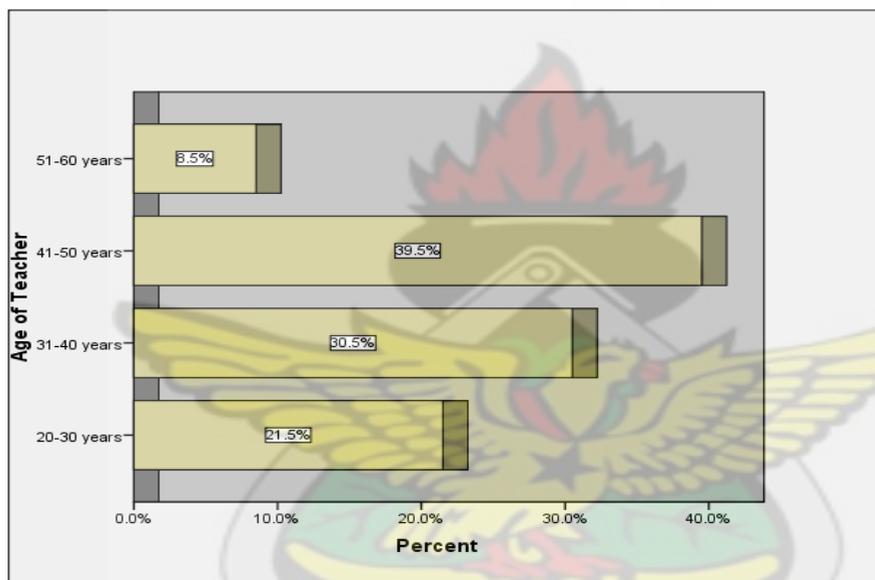
Source: Author`s fieldwork

Figure 2 displays the age distribution of the respondents. 21 per cent of the population of the respondents fall within 20-30 year group, 30 per cent are in the age group of 31-40 years, 39 per cent of the population fall within the age group of 41-50 years and 8.5 per cent of the population belonging to the age group of 51-60 years.

The researcher found that majority of respondents in the study area belong to the age bracket of 31-40 years and 41-50 years which constitute Middle Ages. The reason for a lower percentage of respondents within the ages of 20-30 years could be attributed to the

high attrition rate among young teachers. Younger teachers could be attracted to other professions; younger teachers have more years to go on retirement and therefore could afford to venture into other professions which promise more prospects. Respondents in their mid-years seem to be satisfied with their conditions of service. This might be possible as a result of adopting time tested coping strategies. The results could mean that older teachers are probably more complacent and frustrated by limited alternative employment opportunities, while the younger teachers have higher expectation for alternative employment

4.3 Marital Status of Respondents

Table 1 Marital Status

| Marital Status	Frequency	Per centage
Single	46	23
Married	136	68
Divorced	10	5
Widow/widower	8	4

Source: Author`s fieldwork

Table 1 shows the marital status of the respondents.46 teachers representing 23 per cent are singles, 136 teachers representing 68 per cent are married. 10 teachers representing 5 per cent are divorcees whilst 8 teachers representing 4 per cent are either widows or widowers.

49

The Ga East Municipality has a very high proportion of teachers being married as compares only 23 per cent of them being single.

4.4 Education Qualification and Motivation

Fig.3 Educational qualification of teacher

Educational Qualification of Teacher
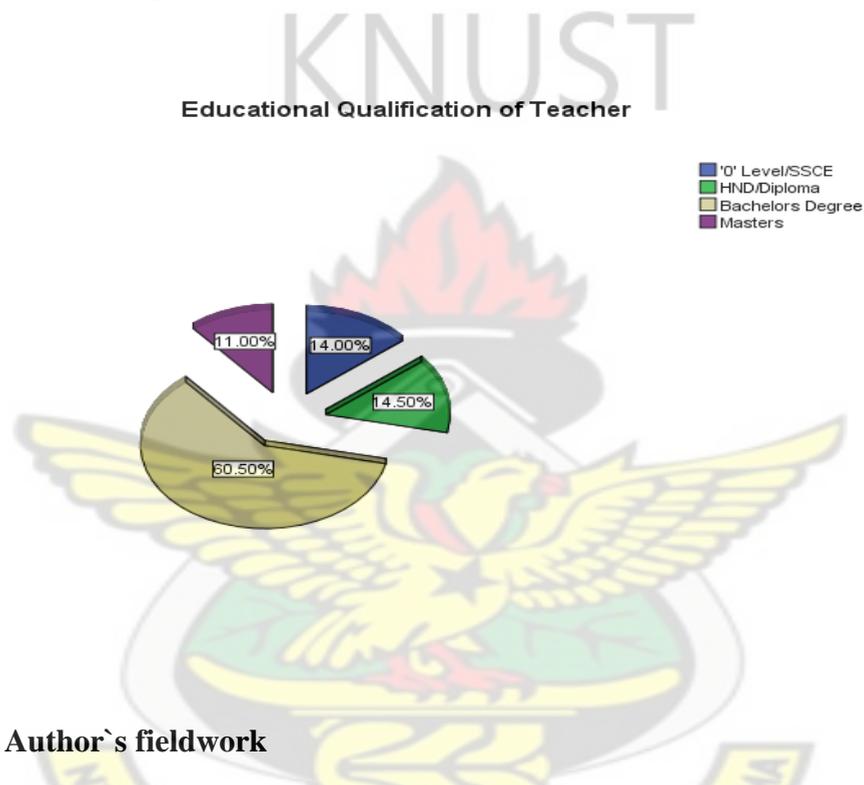
Source: Author`s fieldwork

Figure 3 represents the educational qualification of respondents. Here 14 per cent of the respondents hold 'O' level/SSCE; 14.5 per cent hold HND/Diploma; 60.5 per cent hold Bachelor's Degree and 11 percent of the respondents hold masters.

The result of the present study shows that over 70 per cent of teachers in the study area hold degrees. This high concentration of graduate teachers in the basic school could be as a result of easy access to higher education through distance learning and sandwich programmes by universities. These graduate teachers teaching in the basic schools are least

motivated. They feel that their talents and capabilities are not fully utilised and are therefore always craving to teach in secondary schools and training colleges. Teachers having higher qualifications (first and second degrees) are the most satisfied, but the teachers with minimum qualifications are satisfied.

From the above revelation of high accumulation of human capital coupled with over 86 per cent (refer to figure 13) of them indicating their readiness to leave the teaching profession if they got the opportunity confirms their frustration in the teaching profession. A total of 59.5 per cent of teachers in Ga East Municipality disagreed that their qualifications serve as motivation but only 19 per cent of the respondents acknowledged that they disagreed that their qualifications improves their levels of motivation. See figure 7. (Responding to the question my qualification influences my motivation)

4.5 Passion for Teaching

Fig.4 Passionate with job

51
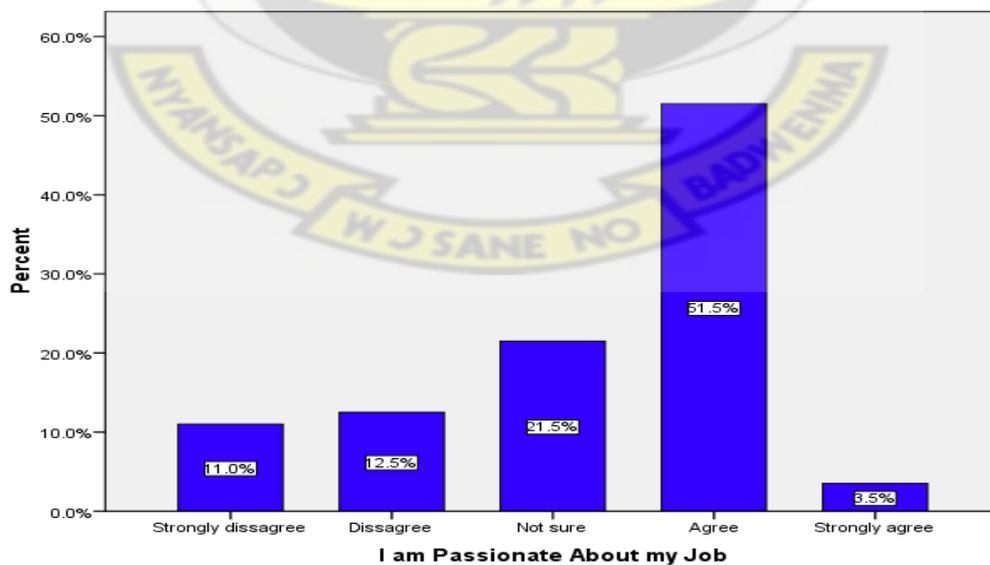
Responding to the questionnaire I am passionate about my job, the researcher found out that, 23.5 per cent of the respondents disagreed that they are passionate about their job whiles 55 per cent agreed that they were passionate about their job. See Figure 6. However, figure 5 depicts that 52 per cent of the respondents are not satisfied with their job as compared to 28 per cent of the respondents who are satisfied with their job. This situation of respondents who are passionate about their job but are not satisfied with their job gives credence to Herzbergs Two Factor Theory of motivation. Teachers are motivated by motivational factors such as: the job itself, achievement, responsibility and growth and development, however, they are not satisfied with their job because of the absence of motivational factors like better wages and salaries and conducive working environment (Chandan 2010, Cole 1996).

4.6 Does job Satisfaction Motivate Teachers?
Fig.5 Satisfaction with job
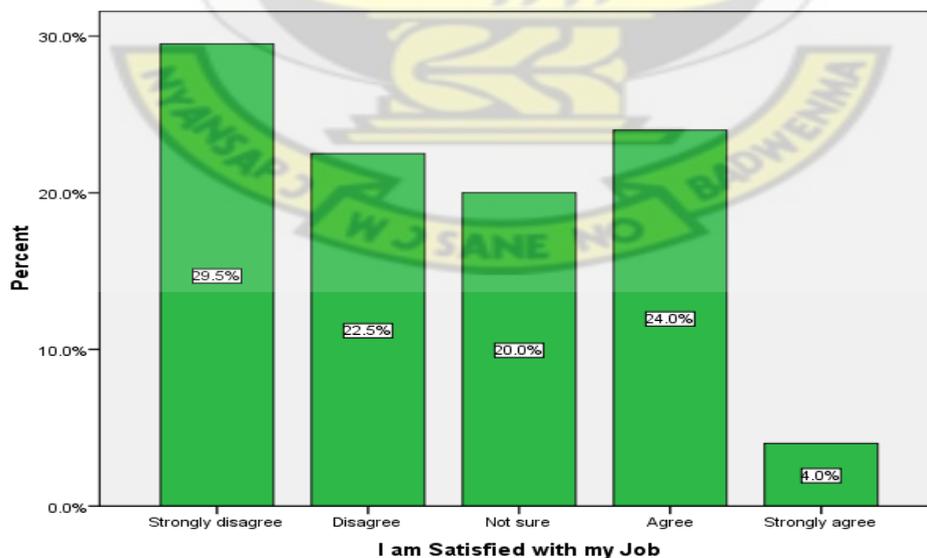
4.7 Recognition and Motivation

Fig. 6 Job provides feeling of recognition
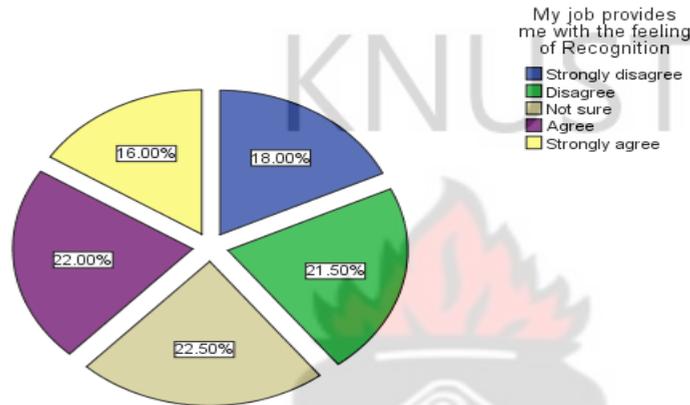
Source: Author`s fieldwork

Figure 6 displays the job satisfaction of respondents.18 per cent strongly disagreed, 21.5 per cent disagreed, 22.5 percent were not sure, 22 per cent agreed and 16 per cent strongly agreed.

From the figure it can be concluded that there is a near parity between those who agree (38 per cent) and (39.5 per cent) disagree that recognisition is a motivation to them. More teachers are seeking for other factor such as remunerations and other fringe benefits other than just recognisition alone.

4.8 Qualification and Motivation

4.8 Fig.7 Qualification influence my motivation level
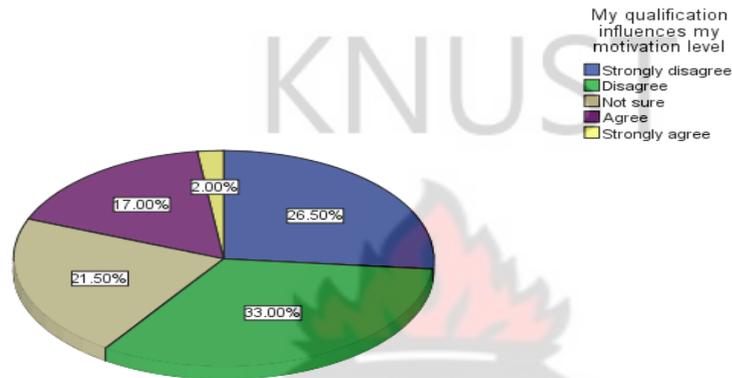
Source: Author`s fieldwork

Figure 7 represents teacher qualification and their motivational levels. From the result, 26.5 per cent of the respondents strongly disagreed that their qualification influence their motivational levels.33 per cent disagreed, 21.5 per cent are not sure. 17 per cent agreed and 2 per cent said they strongly agreed. From the result most of the teachers in the study area don`t think qualification can serve as a form of motivation. This could be adduced from the fact that in the teaching profession little is added to the teacher's salary after attaining with higher qualification.

4.9 Leadership and Motivation

Fig.8 Head teacher motivates
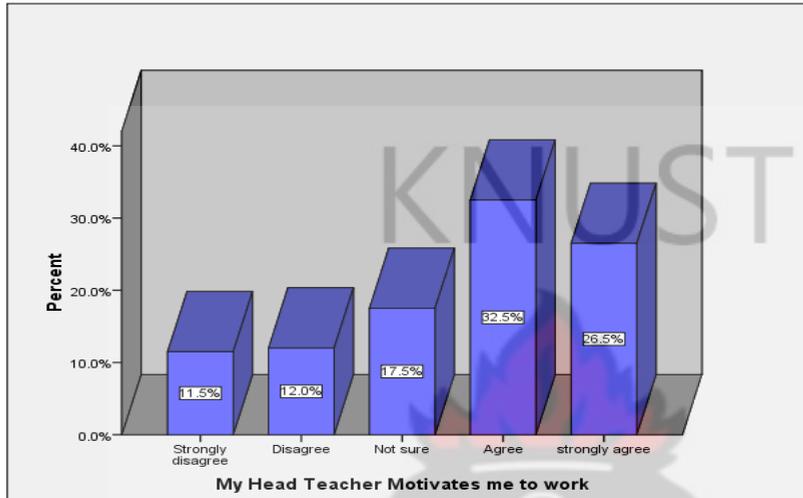
Source: Author`s fieldwork

Figure 8 displays how the head teacher motivates teachers to work. Here 11.5 per cent strongly disagreed that their head teachers motivates them to work. 12 per cent disagreed, 17.5 were not sure, 32.5 per cent agreed whilst 26.5 strongly agreed.

The success and failure of the schools depends largely on the action and inaction of the school head; leadership style has a profound influence on the job satisfaction of staff members (Steyn 1996).

The researcher found that 59 per cent of the respondent agreed that they are motivated by their head teacher to work, whilst 23.5 per cent disagreed that their head teachers motivate them to work. It can therefore be concluded that leadership style of the heads in the basic schools of Ga East has contributed to motivating the teachers to put in much effort in their work.

4.10 Does collegial relation motivate teachers?

Fig.9 Comfortable with the cooperative effort with my colleagues
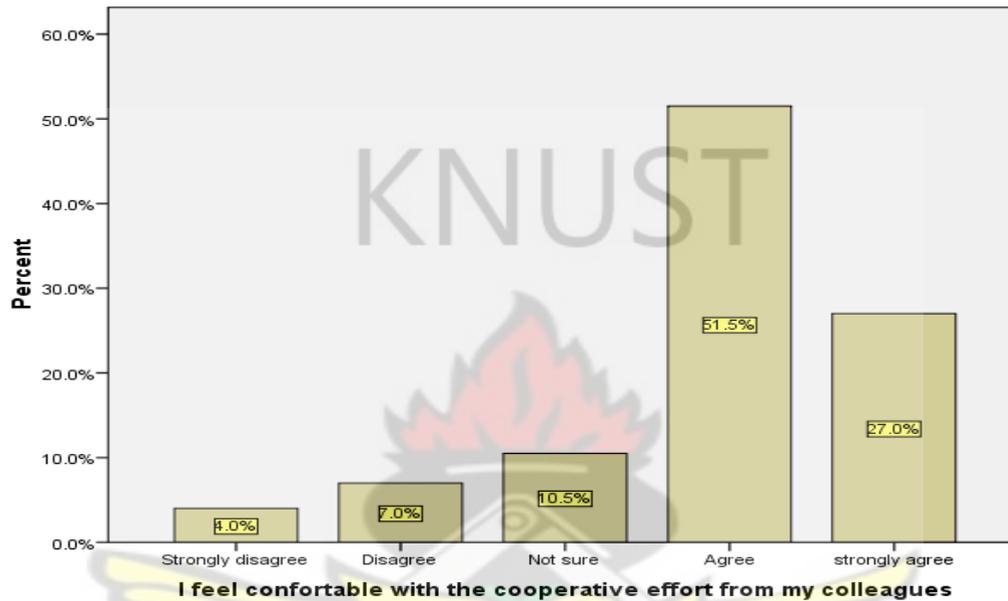
Source: Author`s fieldwork

Figure 9 shows the results of whether teachers feel comfortable with the cooperative effort from their colleague. 4 per cent of the respondents strongly disagreed, 7 per cent disagreed, 10.5 were not sure, 51.5 agreed, whilst 27 per strongly agreed.

Answering the question, I feel comfortable with cooperative effort from my colleagues, the researcher realised that only 11 per cent disagreed but a higher per cent of 78.5 per cent agreed. It is a fact that much of the teachers work is carried out individually in the classroom without much support from colleagues, the nature of interpersonal relationship with colleagues can contribute to job satisfaction or dissatisfaction. Who further asserted that teachers with strong desire for professional growth and achievement welcome collegial opportunities but job dissatisfaction results when teachers' needs for affiliation are not met.

This revelation find meaning in love and social needs on Maslow's hierarchy of needs theory and Existence, Relatedness and Growth (ERG) theory propounded by Alderfer on relatedness needs (Chandi 2010). These needs are satisfied by personal relationship and social interaction with others. It involves open communication and honest exchange of thoughts with other members in the organization.

4.11 Administrative support and motivation

Table 2 Administrative support to staff is encouraging

Administrative support to staff is encouraging	Frequency	Percent
Strongly disagree	33	16.5
Disagree	59	29.5
Not sure	35	17.5
Agree	49	24.5
strongly agree	24	12.0
Total	200	100.0

Source: Author`s fieldwork

Responding to the question, administrative support is encouraging, 16.5 per cent of the respondents strongly disagreed; 29.5 per cent disagreed; 17.5 per cent were not sure; 24.5 per cent agreed whiles 12 per cent of the respondent strongly agreed. The result is a clear manifestation of lack of administrative support for the respondents. Administrative support can manifest in the form of recognising achievement, supporting teachers,

encouraging teachers, caring and administering school rules fairly. Teachers need to be supported when they are in difficulties like in times of bereavement of a love one; finding accommodation newly posted teachers; getting financial support to solve a pressing need. This result conforms to the study of Hofmeyr (1992) which reported that poor administrative support impacted negatively on their motivation. Thus teachers are highly motivated by administrative support they get from school authorities.

4.12 Does salary motivates teachers?

Table 3 Contentment with salary

Contentment with salary	Frequency	Percent
Strongly disagree	120	60
Disagree	30	15
Not sure	5	2.5
Agree	30	15
Strongly agree	15	7.5
Total	200	100

Source: Author`s fieldwork

Table 3 shows that 60 per cent of the respondent strongly disagreed that they were content with their salaries, 15 per cent disagreed, 2.5 per cent were not sure, 15 per cent agreed and 7.5 per cent strongly agreed. Salary is the top most factors which cause dissatisfaction to teachers. Job satisfaction is found to be directly linked with financial returns. Any job must have some sort of financial outcome. The higher such outcome is, the

higher the employee is satisfied with that job. This is found from the response of the teachers in the study area. Teachers opined that to them job satisfaction is to get a handsome salary. By the word handsome the teachers meant attractive salary. The respondents asserted that the salary to cope with contemporary economic condition is required. It is found that the primary schools teachers' salary is poor in comparison to the existing daily commodity prices. This could explain the reason why 73 per cent of the respondents agreed that they do extra jobs to supplement their income. (See figure 12).It is against this background that a lot of the teachers will leave the teaching profession to join other fields if they get the opportunity (See figure 13)

4.13 Does availability of TLM motivate teachers?

Fig 10 Authorities provide needed TLM
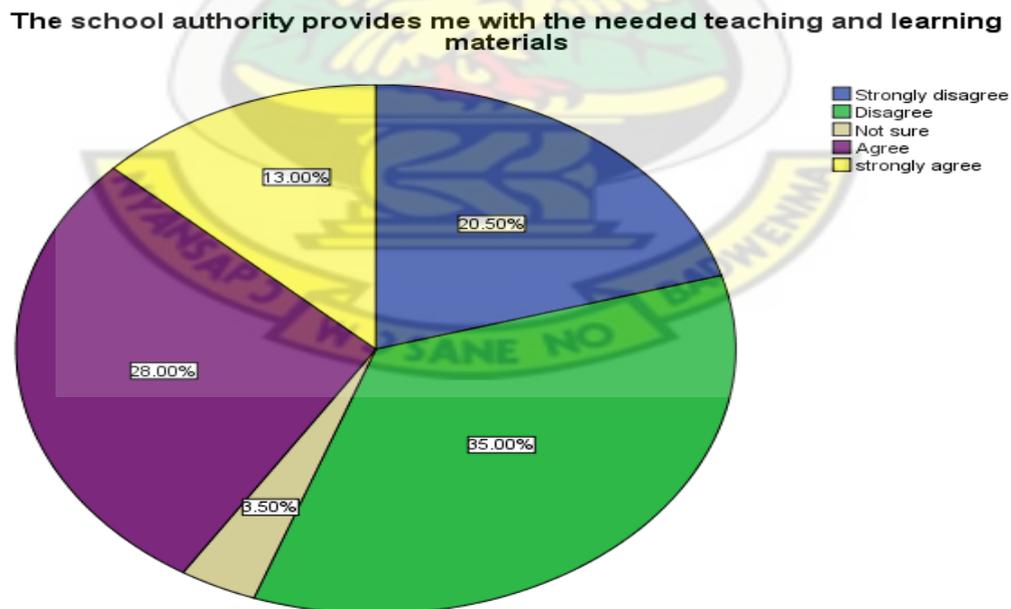
Source: Author`s fieldwork

Figure10 represent the provision of teaching and learning materials by school authorities.25 per cent strongly disagreed, 35 per cent disagreed, 3.5 per cent were not sure, 28 per cent agreed and 13 per cent strongly agreed. To get teacher satisfied with their job, there is the need to provide them with the needed teaching and learning materials.

4.14 Conduciveness of school environment and motivation

Table 4. The school environment is conducive

School environment is conducive	Frequency	Per cent
Strong disagree	44	22
Disagree	58	29
Not sure	11	5.5
Agree	65	32.5
Strongly	22	11
Total	200	100

Source: Author`s fieldwork

Responding to the question, the school environment is conducive for work, 51 per cent disagree, 5.5 per cent are not sure and 43.5 per cent agree. From the study, it is evident that the school environment within which teaching and learning take place is not the best. From the responses, majority of them reported that they do not have staff common rooms in their schools and the physical condition of infrastructure in the school are not the best. According to Herzberg, the physical environment as an aspect of working condition is a maintenance factor and in Maslow's hierarchy, a lower level need. Physical environment

according to this study refers to class size, teaching loads, materials and equipment available and the overall condition of the school site.

4.15 Supplementary income of teachers

Fig 12 Engage extra job to support my household income
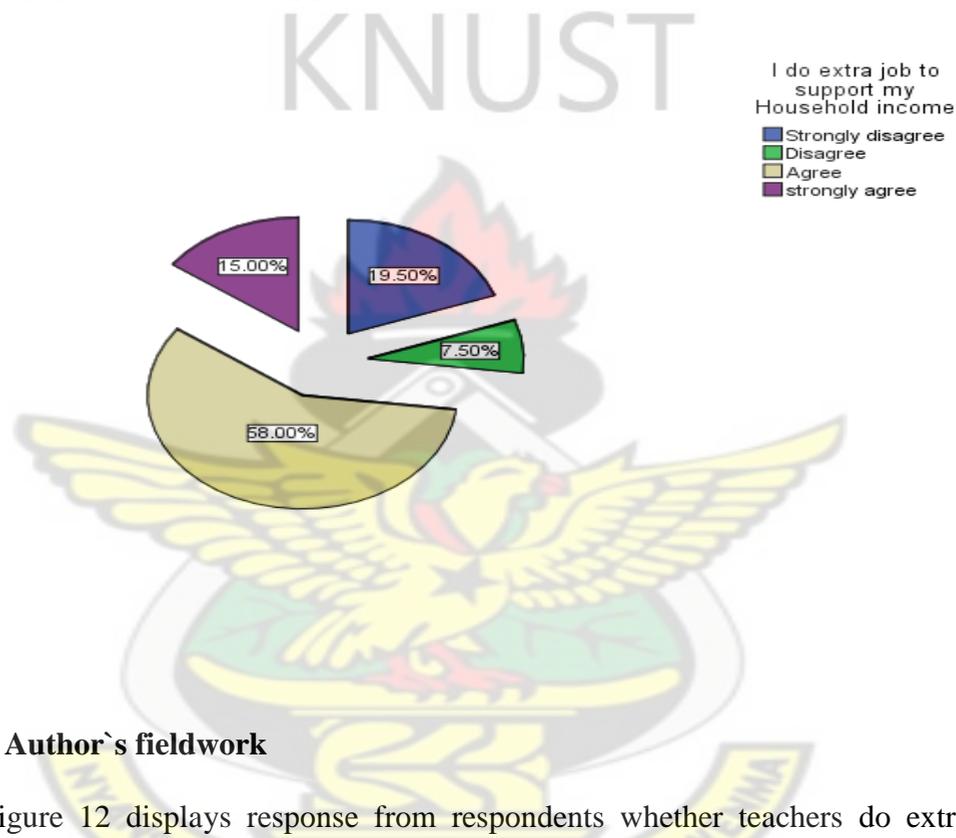
Source: Author`s fieldwork

Figure 12 displays response from respondents whether teachers do extra jobs to supplement their income.15 per cent strongly agreed that they do extra jobs, 58 per cent agreed, 7.5 per cent disagreed and 19.5 per cent strongly disagreed. Teachers disposable income does not meet the ever increasing high market demand especially those who live in the urban areas. The desire to live like other workers in other sectors of the economy has resulted in majority of teachers engaging in doing extra jobs to supplement their income.

4.16 Teacher attrition

Fig 13 Leave the teaching profession to join another the opportunity presents itself
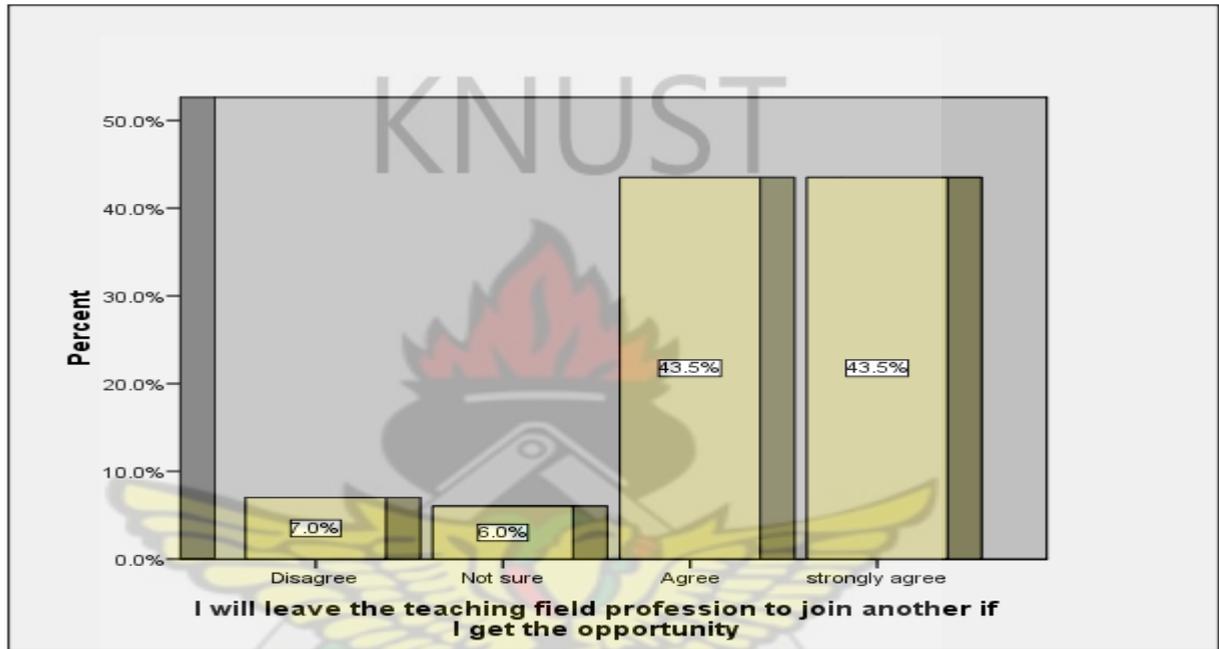
Source: Author`s fieldwork

Figure 13 show how teachers will leave the teaching profession if given the opportunity. 7 per cent of the respondents disagreed, 6 per cent not sure, 43.5 per cent agreed and 43.5 per cent strongly agreed.

Teachers with degrees in "high market-value" typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. For such teachers, the opportunity cost of staying in the classroom is higher than they are for teachers with skills and knowledge less well-rewarding outside the teaching

profession. This is the reason teachers are found in almost every field of endeavour in the country.

4.17 Opportunity for upgrading professional qualification

Table 4. Opportunity for upgrading professional qualification is available

Opportunity for upgrading professional qualification available	Frequency	Percent
Strongly disagree	12	6.0
Disagree	39	19.5
Not sure	42	21.0
Agree	63	31.5
strongly agree	44	22.0
Total	200	100.0

Source: Author`s fieldwork

Responding to the question, opportunity for upgrading professional qualification are available, 6 per cent strongly disagreed 19 per cent disagreed, 21 per cent not sure, 31.5 per cent and 22 per cent agreed or strongly agreed.

From the result, it evident that 53.5 per cent say that there are opportunity to upgrade themselves. Relatively to these findings to teachers who hold university degrees in the study area, one could conclude that access to higher education for teachers has been broadened as a result of distance learning centres by universities.

4.18 In-service training

Table 5. In-service training is organised for teachers in school

In-service training is organised for teachers	Frequency	Percent
Strongly disagree	19	9.5
Disagree	53	26.5
Not sure	42	21.0
Agree	68	34.0
strongly agree	18	9.0
Total	200	100.0

Source: Author`s fieldwork

Regarding table 5, the researcher wanted to know whether in service training is organised for teachers in their schools. 9.5 per cent strongly disagreed, 26.5 per cent disagreed, and 21 per cent were not sure, 34 per cent agreed whilst 9 per cent strongly agreed.

the purpose of organising in service training is to equip staff of new ways of doing things in order to increase productivity . The need to remind teachers of what might have forgotten and to tell them of how new things are done are of great importance for effective educational delivery. A relatively higher proportion of respondents 43 per cent agreed that in service training is organised for teachers points to the facts that educational managers attaches importance to in service training which could contribute to teacher motivation.

4.19 Job satisfaction

Fig.14 Level of job satisfaction over the years has increased significantly
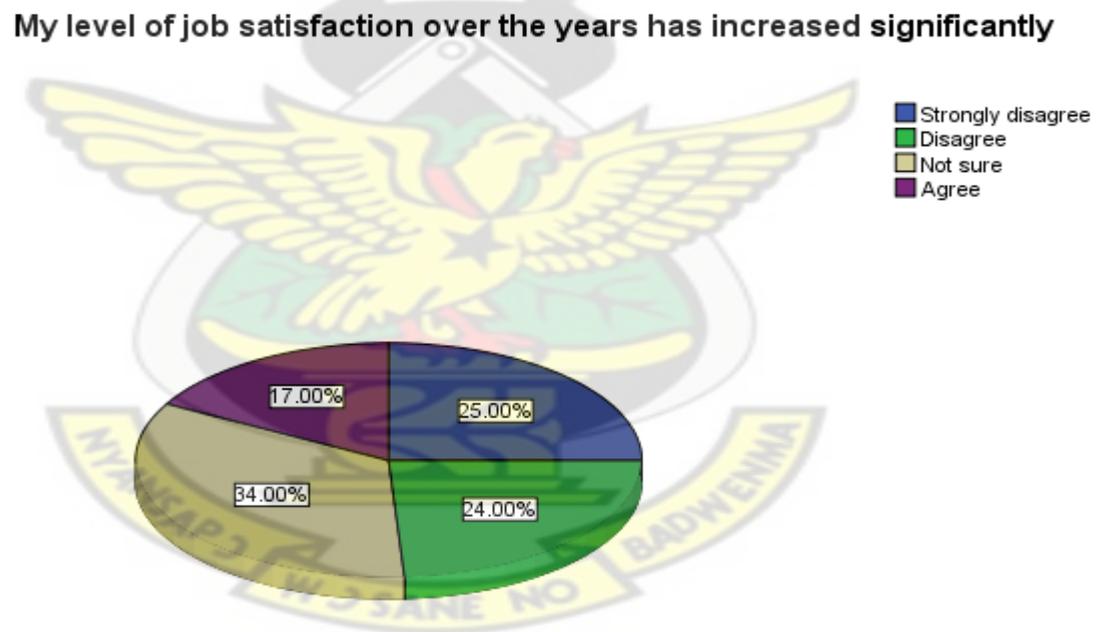
Source: Author`s fieldwork

Figure 14 show whether teacher job satisfaction over the years has increased significantly. 25 per cent of the respondents strongly disagreed, 24 per cent disagreed, and 34 per cent were not sure whilst 17 per cent agreed.

The above result indicate high percentage of respondent (49 per cent) who feel their level satisfaction has not improved with about third of them indifferent or not sure if they have achieved improvement or not. The poor perception of job satisfaction attributed by these basic school teachers supports the frequent and incessant agitation of teachers which has become a yearly occurrence in the country.

4.20 Standard of living

Table 6. Teacher standard of living over the years has declined

Standard of living over the years has declined	Frequency	Percent
Strongly disagree	15	7.5
Disagree	47	23.5
Not sure	39	19.5
Agree	53	26.5
Strongly agree	46	23.0
Total	200	100

Source: Author`s fieldwork

My standard of living over the years has declined. The result as depicted by table 6 shows that 7.5 per cent strongly disagree, 23.5 per cent disagree, 19.5 per cent not sure. 26.5 per cent agree and 23 per cent strongly agree. The result suggests that teaching as a

profession has not changed the living standard of the respondent positively despite the country achieving a lower middle income status recently. Standard of living borders on working conditions refer to salary, fringe benefits, accommodation allowance and free medical care. Herzberg classifies salary as a maintenance or care factor. Salary provisions can either contribute to, or seriously affect teacher satisfaction. Thus low salary can negatively impact on teachers to join other profession.

4.21 Head teacher supervision

Table 7. Head teacher regularly observe/supervise classes

Head teacher regularly supervise	Frequency	Percent
Strongly disagree	7	3.5
Disagree	20	10.0
Not sure	29	14.5
Agree	54	27.0
strongly agree	90	45.0
Total	200	100.0

Source: Author`s fieldwork

Table 7 displays whether teachers were regularly supervised by their head teachers. 3.5 strongly disagreed, 10 per cent disagreed, 14.5 were not sure, 27 per cent agreed whilst 45 per cent strongly agreed. The success or the failure of the school weighs so much on the shoulders of the head teacher. To see to it that the school performs its mandate of producing

future change agents in society, the head teacher is duty bound to regularly supervise the teachers who work under him or her.

4.22 Respect of Teachers in community

Table 8. Respect of Teachers in community

Respect of Teachers in community	Frequency	Percent
Strongly disagree	44	22.0
Disagree	21	10.5
Not sure	98	49.0
Agree	11	5.5
Strongly agree	26	13.0
Total	200	100.0

Source: Author`s fieldwork

The researcher wanted to know whether teachers are respected. 22 per cent strongly disagreed, 10.5 disagreed, 49 per cent were not sure, 5.5 agreed and 13 per cent strongly agreed. Respect for teachers has dwindled in our communities. Their economic status has declined as a result low remuneration over the years. The value of the teacher was high in society when they were seen as torches of the society. This situation has changed as a result of increased assessment of education by majority of people in the society and has therefore demystify the hitherto importance of the teacher (Dembo, 2004).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Summary of Findings, Conclusion and Recommendation

This chapter is the last of the five chapters of the thesis report. It is made up of the summary of findings, conclusion drawn from the study and recommendations made by the researcher.

5.1 Summary

The purpose of this study was to find out the causes of low motivation among basic school teachers in the Ga East Municipality. The study was designed to examine the extent to which basic school teachers are motivated leased on the following variables: gender, age, marital status, types of school, educational qualification, satisfaction, passion, recognition, administrative support, salary levels, relationship with authority, general school environment, extra duties, and livelihood of teachers.

In chapter 1, a general exposition was given on the nature of the problem of low teacher motivation and the need to address it. The purpose of the study, the objectives of the study, research questions, significance of the study and limitations of the study were highlighted in this chapter. Chapter 2 of the report examined the related literature on motivation. It was made up of theoretical frame which suitable for the study, criticism and implications of these theories of motivation and general causes of teachers motivation. Variables of motivation like qualification of teachers, poor management administration,

teachers' background ,occupational status, relationship between leadership and motivation of teachers, wages advancement and promotion and working and living conditions. In chapter 3, the research design, population, sampling and sampling techniques, research instruments for data collections and data analysis have been discussed.

Chapter 4 involved the analysis of data. Section 1 and 11 of the questionnaire which were made up closed ended questions were analysed by means of SPSS computer programme and presented in graphs and tables. The section three of the questionnaire and the results of the other sections formed the basis of the discussion section. The analysis was done on 200 respondents. The respondents were dissatisfied with pay levels and conditions of service but were satisfied with collegial relationship; however, a lot of respondents expressed strong desire to leave the teaching profession for other professions if given the chance. This Chapter is talking about the most important aspect of the following. The main conclusion drawn from the findings of the literature review and the results of the present study are highlighted and lastly recommendations for educational policy makers are presented.

5.2 Conclusion

Previous work on teacher motivation have concluded that teachers are motivated by intrinsic factors like the love for the job, challenges in the job content and the general intrinsic aspect of the job. The researcher, however, found out that teachers were less motivated due to the absence of external motivators like salary, fringe benefits, working conditions, status, interpersonal relation and attitudes and policies of administration. This study further revealed that young teachers are least motivated than older teachers; female

70

teachers are motivated than male counterparts. Teachers with high professional and academic qualifications are least motivated than teachers with low qualification and teachers who teach in upper classes are more motivated than those in the lower classes.

The results of the questionnaire painted a picture that teachers in the study area are not motivated about their work. Although teachers were passionate about their job, they were not satisfied with their job due to absence of external motivators like higher salary, fringe benefits, working conditions, status, lack of administration support, recognition and general lack of teaching and learning materials. Despite the above factors which cause dissatisfaction among teachers, teachers in the present study, were satisfied with interpersonal relationship with their colleagues, head teachers and students.

The study revealed that a lot of teachers will leave the teaching profession to join another if they get the opportunity.

5.3 Recommendation

Based on the conclusion, it is recommended that: Working conditions in basic schools should be improved. Teachers' salary should be look at holistically taking into consideration the nation building roles teacher play. Despite some improvement in pay in recent years, most primary school teachers, particularly in relatively high-cost urban centres, are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty. Fringe benefits, allowances, better pension package, bonuses, end of service benefits, accommodation free medical care and anything that will make the teaching profession enviable should be codified into the condition of service of teachers.

Head teachers should have management training before they assume office. This will equip them with modern public sector management skills in human resources, human relations, performance appraisal and financial management.

Teachers' performance should be recognised by both government and the communities where teachers' work. The inspectorate division of GES should get thing done right through circuit supervisors by visiting schools regularly to get first hand information. Awards organized at district and community's levels to encourage teachers should be broad based to cover a mass of the teachers instead of the current situation where few teachers are heavily rewarded.

Teachers who undertake distance learning courses should have part or all their school fees paid for them by government to encourage them to stay in the classroom to work and go to school at the same time. This will help minimise the desire to leave the classroom to stay on campuses of university for higher education.

Teacher should be involved in formulation of educational policies. This will make teachers make inputs which will impact on their livelihood in a positive manner. This may lead to policy formulation that will address issues affecting teachers directly than those issues that do affect general education.

The basic needs of teachers should be identified and provided to prevent attrition. Teachers' salary, fringe benefits in the form of allowance should be enhanced to meet the physiological needs of teachers.

Adequate teaching and learning materials should be provided to improve teaching and learning. School heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment.

Head teachers should adopt democratic management style and should reduce unnecessary bureaucracy and involve teachers in decision making. A democratic leadership style produce an environment where every teacher will feel free to express himself or herself and make meaningful inputs that will have a far reaching impact on the general school climate.

Education is the backbone of a nation. If the instructors of that backbone are unhappy and dissatisfied with their jobs, what would be the future of that nation? So, we need to be concerned about our teachers' condition. We have to take the best step to make them satisfied with their job. It will energize the teachers and their effort will be in full swing to build up the nation.
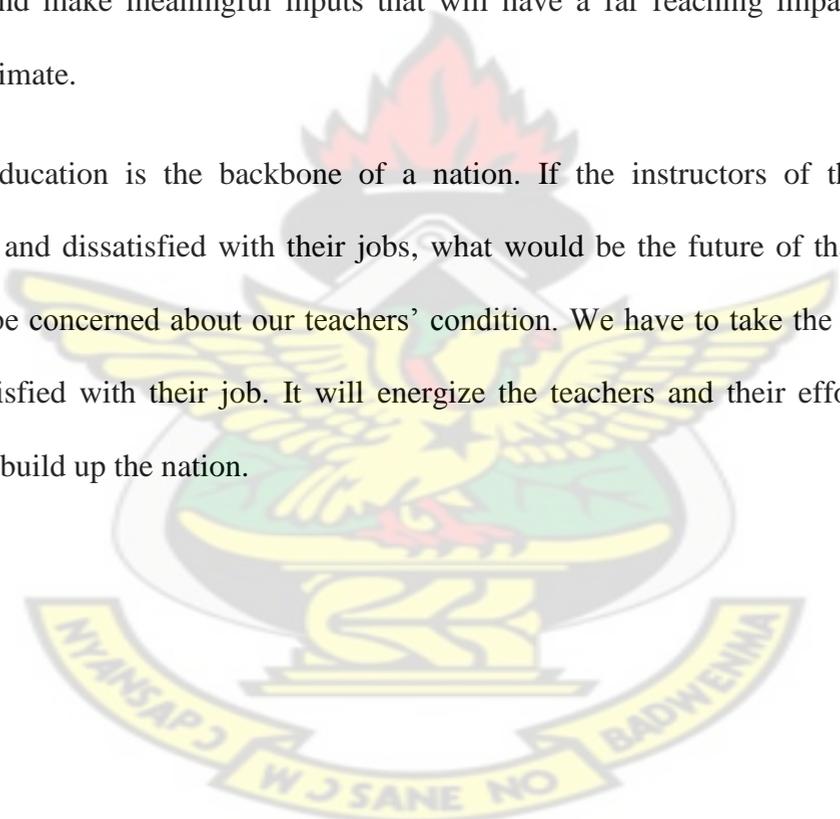
REFERENCE

Arkinson .B. (1978), *A Corner School Development Programme Theoretical Analysis,* Urban Education, 26(1).

Armstrong ,M. (1999), *Human Resource Management Practice*, (7th ed) ,London,Kogan Page.

Baah,Y, Otoo, K.N & Osei-Boateng,C (2009), *Teacher Attrition in Ghana, Ghana National Association of Ghana & Teacher Educational Workers Union*, Accra.

Bame,K.N.(1991), *Teacher Motivation and Retention in Ghana: The Professional Teacher in Africa,* University Press, Accra.

Basaran, I.E. (1984), *Management of Organizational Behaviour*, Ankara, AUEF Publications.

Bennell .P. & Akyaempong.K. (2007), *Teacher Motivation in Sub-Saharan Africa and South Asia,* Department for International Development: Educational Papers, DFID.

Bennell.P.& Mukyanuzi.F. (2005), *Is there a Teacher Motivation Crisis in Tanzania?* Unpublished Manuscript.

Bursahoglu.Z. (2002), *New Structure and Behaviour in School Administration*, Ankara, Pagem A Publication.

Chandan,J.S. (2010), *Management Concept and Strategies*, New Delhi,Vikas Publishing House.

Cobbold.C. (2007), *Induction for Teachers Retention: A missing link in teacher education policy post graduate,* Journal of Education Research,8(1) 4-10.

74

Cole,G.A.(1995*), Organizational Behaviour,London*,DP Publication.

Cuceloglu, D. (1997), *Human Being and it Behaviour: Basic Concept of Psychology* ,Istanbul, Remzi Publishing House.

Darling-Hammond, L. (2000), *Reforming Teacher Preparation and Licensing: Debating the evidence.* Teachers College Record, 102, 28-56.

David, S.S. (1997), *Determinants of Burnout in Special Education Teachers*. Unpublished Dissertation. University of Windsor, Canada.

Dembo,M.H.(2004), *Motivation and Learning Strategies for College Success* (2nd ed) New Jersey,Lawrence Erlbaum Associates.

Dessler,G. (2007), *Human Resource Management* (10th ed),New Dehli,Printice Hall.

Dull, W.L (1981), *Supervision: School Leadership Handbook*, Ohio, Bell and Hawell Company.

Ellis,N.H.(1992), *Prescription for Teacher Satisfaction: Recognition and Responsibility*, The Clearing House,Vol 3,10-15.

Findinkci, I. (2006), *Human Resource Management*, Istanbul, Alfa Publication.

Freeman,R.E&Stoner.J.A.(1992), *Management* (5th ed),Englewood cliffs, Prentice Hall.

Genc, N. (1987), *Management and Motivation According to Goals*, Business Magazine 7, No 1-2

Goodwin J.G. (1998), *A Study of Job Satisfaction of Female Administrators in the National Education Association.* Unpublished Dissertation, Stanford University, Stanford.

Grissmer, D. & Kirby, S.N. (1997), *Teacher Turnover and Teacher Quality*, Teachers College Record, 99: 45-56.

Guarino, C., Santibañez, L., Daley, G., & Brewer, D. (2004), *A Review of the Research Literature on Teacher Recruitment and Retention* (Technical Report No. TR-164-EDU) RAND Corporation, Los Angele.

Herzberg, F. (1992), *Work and Nature of Man*. New York, Thomas. Y.Crowell Company.

Hofmeyr, A.C. (1992), *The Motivation of Staff in Educational Institution*, MED Dissertation, Pretoria University of South Africa.

Ingersol,R.M. (2001), *Teacher Turnover and Shortage*. America Educational Research Journal, 38(3) 499-534.

Ingham,H.T. (2000) *Professional Problems of Elementary school Teachers*, Teacher Education (21) 276-280 .

Kadzamira,E,C. (2006), *Teacher Motivation and Incentives in Malawi,* Research Fellow Centre for Educational Research and Training University of Malawi.

Kleo,M & Tarifa,F. (1994),*Working Conditions,Work Style and Job Satisfaction among Albanian Teachers.International* Educational Review of Education,40(2):159-165.

Lortie, D.C. (1975), *School Teachers Retention*. Unpublished Phd Thesis, University of Chicago, Chicago.

Luthans, F. (1995), *Organizational Behaviour*, McGraw Hill, New York.

Maclelland,E.(1991), *Building a Competitive Workforce*, New York, John Willey.

McShame,S.L.&Glinow,M.A.V. (2005), *Organizational Behaviour* (3rd ed) Boston, McGraw-Hill Irwin.

Mereku, K. (2000), Demand and Supply of Basic School Teachers. Unpublished Manuscript.

Miller, M. (1981), *Building Competent Workforce*, New York, John Wiley.

Mullins,L.J. (2002) ,*Management and Organizational Behaviour* (6th ed), London,Printice Hall.

Otube, N.W. (2004) , *Job Motivation of Teachers Education Learners with Special Needs in Four Provinces in Kenya,* Unpublished MA Thesis, University of Bonn.

Peters, J.T & Waterman. R. H. (1995), *The Art of Managing and Raising*, Ankara, Alun Publication.

Robbins,S.P&Longton,N. (2003) *Organizational Behaviour, Concept Controversies and Application* (3rd ed) Toronto,Printice Hall .

Sargent, T. & Hannum,E. (2003), *Keeping Teachers Happy:JobSatisfaction among Primary School Teachers in Rural China.,*Pennsylvania,University of Pennsylvania Press.

Smith,E & Warner,F.(1993) *Motivation and Personality*, New York,Harper and Row.

Stanbury,K & Zimmerman,J. (2002) *Smart Induction Programs Become Life lines for the Beginning Teacher*, Journal of Staff Development,23 (10-17).

Tasnim, S. (2006), *Job Satisfaction Among Female Teachers: A study on Primary Schools on Bangladesh*. Unpublished MPhil Thesis, University of Bergen, Norway.

Yuksel, O. (1998), *Human Resource Management*, Ankara Gazi Publishing House.

.

.

.

Appendix

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

INSTITUTE OF DISTANCE LEARNING

QUESTIONAIRE

This questionnaire is aimed at seeking information on factors that affect the motivation of teachers. Answers to these questions will assist greatly in writing a thesis, which is a partial fulfilment of the requirement for the award of MBA degree. All respondents are assured that answers to questions will be treated with the greatest confidentiality.

SECTION I

1. Name of your school

2 Gender
   a) Male
   b) Female

3 Age
   a) 20-30
   b) 31-40
   c) 41-50
   d) 51-60

4 Marital status
   a) Married
   b) Single

c) Divorce

d) Widowed

5. Type of school

a) Public school

b) Private school

6. What is your highest educational qualification

a) MSLC/J S S

b) '0' Level/SSSCE

c) HND/Diploma

d) Bachelors Degree

e) PGDE

f) Master

7. How long have you been teaching? ------------------------------

SECTION II

TEACHER MOTIVATION SURVEY

In this part you are asked to highlight your views regarding your job and how the following job features affect your motivation to work.

Select the appropriate response by ticking the one which you feel most correctly describe how best you feel about your job.

1. I am passionate about my job?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

2. I am satisfied with my job?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

3. My job provides me with the feeling of recognition?

    a) Strongly disagree

    b) Disagree
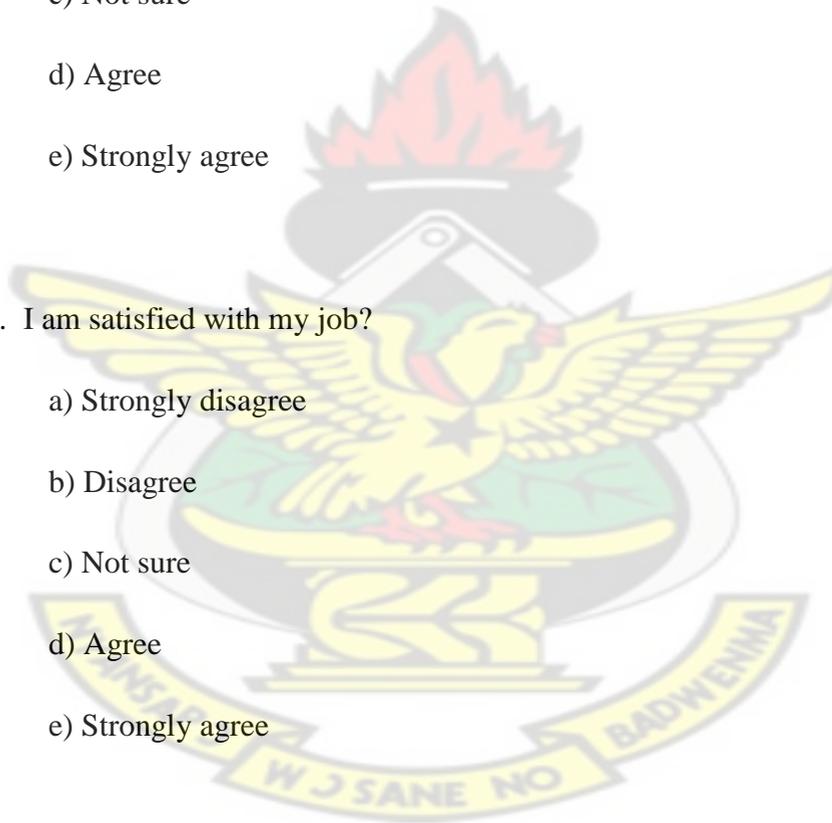
    c) Not sure

d) Agree

e) Strongly agree

4. My qualification influences my motivation level?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

5 My head teacher motivates me to work?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

6I feel comfortable with the cooperative effort from my colleagues?

    a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

7. Administrative support to staff is encouraging.

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

8. I am content with my salary?

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

9. The school authority provides me with the needed teaching and learning materials?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

10. The school environment a conducive place to work?

    a) Strongly disagree

    b) Disagree

    c) Not sure

    d) Agree

    e) Strongly agree

11. Division in teacher labour front is a source of worry to me?

    a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

12. The physical structures in the school is of the best?

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

13. I do extra job to support my house hold income?

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

14.   The   head   teacher   allows   you   to   contribute   to   decision   making in the school?

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

15. I will leave the teaching profession to join another if I get the opportunity?

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

16. Working condition in this school is conducive

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

17. Opportunities for upgrading professional qualifications are

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

18. Other in-service training is organised for teachers in the school

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

19. My level of job satisfaction over the years has significantly

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

20. My standard of living over the years has declined

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

21. The head teacher of this school leads by examples

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

22. Our head teacher regularly observe/supervise classes

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

23. Teachers are respected in this community

a) Strongly disagree

b) Disagree

c) Not sure

d) Agree

e) Strongly agree

SECTION III

Open Ended Questions on Motivation

A. List at least four factors that motivate you at your work place.

B. List at least four factors that negatively affect your motivation as a teacher

----

C. What four things do you think if added to your working environment would motivate you to do your work?

D. Why do teachers leave the profession for other jobs?

.

KNUST