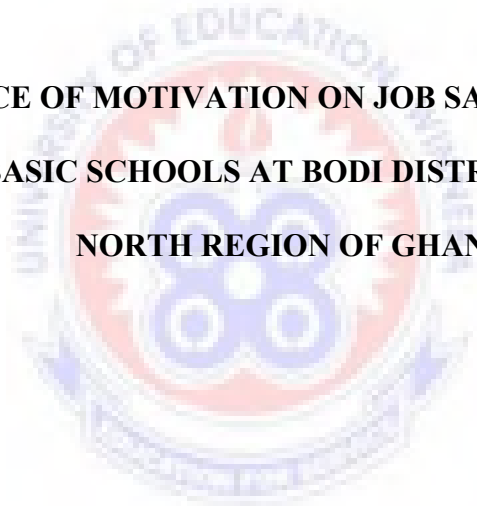


**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**THE INFLUENCE OF MOTIVATION ON JOB SATISFACTION AMONG
TEACHERS IN BASIC SCHOOLS AT BODI DISTRICT IN THE WESTERN
NORTH REGION OF GHANA**



SAMUEL NYAME OPOKU

2020

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TEACHERS IN BASIC SCHOOLS AT BODI DISTRICT IN THE WESTERN
NORTH REGION OF GHANA**

SAMUEL NYAME OPOKU

(190012610)



**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Research
and Graduate Studies, University of Education, Winneba in partial fulfillment of
the requirement for the award of Master of Arts
(Educational Leadership) degree.**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **DR. LYDIA OSEI-AMANKWAH**

SIGNATURE:

DATE:

DEDICATION

To my lovely wife, Mrs. Cordelia Opoku Nyame and my children; Nana Akua, Nana Poku and Akua Mansa.



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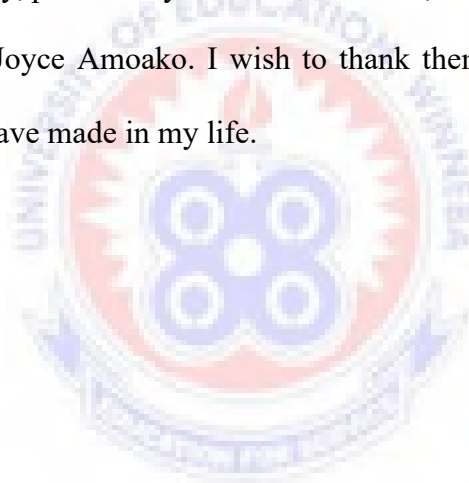


TABLE OF CONTENTS

CONTENT	PAGES
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	1
LIST OF FIGURES	2
ABSTRACT	3
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of the Study	6
1.4 Specific Objectives of the Study	7
1.5 Research Questions	7
1.5.1 Hypotheses Testing	7
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Delimitation of the Study	9
1.9 Definition of Key Terms	9
1.10 Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	11
2.2 Concept of Motivation	11
2.3 Types of Motivation	13

2.4 Theoretical Framework of the Study	16
2.5 Motivation Strategies	18
2.6 Teacher Motivation	20
2.7 The Need for Motivation	24
2.8 Concept of Job Satisfaction	27
2.8.1. The Relationship of Satisfaction and Dissatisfaction	28
2.8.2 The Dimensions of Job Satisfaction	29
2.9 Teacher Job Satisfaction	32
2.10 Relationship between Motivation and Job Satisfaction	33
2.11 Factors Affecting Teacher Job Satisfaction	35
2.12 Summary of Literature Reviewed	44
CHAPTER THREE: METHODOLOGY	
3.1 Introduction	45
3.2 Research Design	45
3.3 Population of the Study	46
3.4 Sampling Technique	47
3.4.1 Sample Size	47
3.5 Data Collection Instrument	47
3.5.1 Validity of the Instrument	48
3.5.2 Pilot Testing	49
3.6 Data Collection Procedure	49
3.7 Data Analysis Plan	49
3.8 Ethical Consideration	50

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction	51
4.2 Demographic Data of the Study	51
4.2.1 Sex of Respondents	52
4.2.2 Age Distribution of Respondents	53
4.2.3 Respondents' Educational Level	54
4.2.4 Number of Years Worked	55

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	71
5.2 Summary of the Study	71
5.2.1 Summary of Findings	71
5.3 Conclusions of the Study	72
5.4 Recommendations	72
5.5 Suggestions for Further Studies	73
REFERENCES	75
APPENDICES	90



LIST OF TABLES

TABLE	PAGE
4.1: Age of Respondents	53
4.2: Respondents' Years of Experience	55
4.3: Level of Teacher Motivation	56
4.4: Level of Teacher Job Satisfaction	63
4.5: Relationship between Teacher Motivation and Job Satisfaction	69



LIST OF FIGURES

FIGURE	PAGE
4.1: Sex distribution of Respondents	52
4.2: Distribution of Respondents by Highest Level of Education	54



ABSTRACT

Motivation and job satisfaction are important tools that promote teacher effectiveness in schools. However, these important tools seem not to be given priority attention by heads of basic schools. The purpose of the study was to investigate the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana. The descriptive survey design was used for the study. The population of the study was all the teachers in basic schools at Bodi District. Purposive sampling technique was used to select one hundred teachers for the study. Questionnaire was the main instrument used for the study. The data were statistically analysed using means, standard deviations and Pearson Product Correlation Coefficient. The study found that the level of motivation among teachers in the sampled schools was low. The findings showed that the job satisfaction among teachers was also low. The study showed a statistically significant, moderate and positive relationship between motivation and job satisfaction among teachers, suggesting that the more motivated teachers are the more satisfied they are and vice versa. The results imply that low motivation among teachers has however, translated into low job satisfaction among the teachers in the schools. This establishes that to get the best from teachers, we need to give them the best. It is recommended that motivational programs and packages should be put in place for schools' managers, teachers and students so as to encourage them and maintain their focus on their roles and contribution towards effective and efficient educational system. Similar research could be carried out to include heads of schools to examine the role of motivation in teacher's job satisfaction in basic schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an investment as well as an instrument that is used to achieve a more rapid economic, social, political, technological, scientific and cultural development in a country. In this era of technological driven environment and globalization, the first step for every human activity is considered to be education. Education is the process which prepares an individual to develop and actualize his/her potentials and capacities to live a successful life. As a process, education begins right from birth and continues throughout one's life. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2012). It is an important key component of human quality essential for generating high incomes and sustainable socio-economic development. Education is characterized as an essential ingredient in poverty eradication (Ogawa, 2010). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Farooq, Chaudhry, Shafiq & Berhanu, 2011). Every country is flooded with schools for the institution of education.

Significantly, job motivation is very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Motivation occupies a central position in the execution of any human task or endeavour, the teaching-learning process is no exemption. Blyton and Turnbull (2010) note that work dominates the lives of most

men and women and the management of employees, both individually and collectively, remains a central feature of organizational life. These observation quoted by Salamon (2014), show why most large organizations depend upon competent work in the field of teaching profession. Having spent resources to recruit, train and build on employees' experience, the Ghana education service needs to develop some form of motivation plan based on analysis of why the education service is not achieving her objectives. The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straightforward and effective (Grensing, 2010).

Motivation in a broad sense, according to Oraman (2011) refers to: a process of including the activeness of an organism and determine its orientation. The term motivation is used in all spheres of psychology studying the cause and mechanism of the purposeful behaviour of man. It is something that propels action, originating from within the person to achieve a goal, something that energizes and/or maintains behaviour.

The need for effectiveness in the Ghana education service in the recent years cannot be overlooked owing to the present day problems that are at it rise as a result of population growth, diminishing resources and technological advancements call for a close assessment of what the service administrators can do to help reduce the deteriorating conditions of teaching delivery in terms of personnel efficiency and effectiveness. Motivation according to George (2005) consist of internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal, is considered as a key part of administration; hence may be referred to as the "tool of Management". Motivation is one of the most important concepts of psychology and very vital for managers who

direct the growth of their subordinates towards worthwhile goals (Adnan, 2012). Managers according to Kesten (2015) rank motivation of subordinates as the most serious problem that confronts them in the instruction of subordinates. Teacher effectiveness is often a major issue in current movements of education reform and school improvement. No matter which wave of reform we are riding on, it is generally agreed that the teacher is the key element for the success of school education. Scholars agree that teachers are one of the most important teaching or education resources in determining students' future academic success and lifetime outcomes (Chetty, Friedman & Rockoff, 2014; Rivkin, Hanushek & Kain, 2016). As a consequence, there has been a strong emphasis on improving teacher motivation as a means to enhancing student learning.

In Ghana as in many African countries, quitting of jobs among teachers is a pervasive phenomenon. The Ghana National Association of Teachers (GNAT) and the Teachers and Education Workers Union (2009), for instance lamented that about ten thousand (10000) teachers leave the Ghana Education Service annually for reasons including job satisfaction, motivation and organizational commitment. The necessity for every country to resource the teacher in the classroom is perfectly captured by Gould as cited by Rode (2004), who was the Principal of Maynard Elementary School in USA that the teacher in the classroom who is supposed to impart knowledge to generate the needed human resources for national development needs to be given all that it takes to give him or her job satisfaction so that he or she can perform his or her duty efficiently and effectively. Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing.

Job satisfaction is not a new phenomenon at all in organizational science and organizational behaviour. If employees in an organization are motivated, they will render services to the employer and customers efficiently and effectively (Mbua 2003). Hence an attempt to improve performance in schools will never succeed if teachers' job satisfaction is ignored since teachers constitute an important bedrock to the development of a nation's human resource. This implies that motivated and satisfied teachers are most likely to affect students learning positively while the opposite of that may have negative impact on students' performance. International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relationship within a school and for student outcomes (Crossman & Harris, 2006).

Teachers have both intrinsic and extrinsic needs (Nyarko, Wiafe & Abdul-Nasiru, 2014). A teacher who is intrinsically motivated may undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain a reward such as salary. Czubaj (1996) states that teachers with an internal locus of control are under less stress and are more successful in teaching. Therefore, students of these teachers feel less school related stress and make higher scores in their assessments. According to Watson (1994), businesses and other organizations have come to realize that a motivated and satisfied workforce can deliver powerfully to the bottom line. Since employee satisfaction is a joint function of ability and motivation, one of management's primary tasks, therefore, is to motivate employees to perform to the best of their ability (Mtana, 2014).

Motivation is the main tool to eliminate the negative teacher turnover rate inside schools; this is the backbone of human resource management of schools. The lack of adequate human behaviour motivation will lead to a lack of clear goals and problems with fulfilment as well as a lack of organisational efficiency; further, it is not possible to expect teachers to stay in the schools. The ability of stakeholders and school authorities to motivate their teachers comprises the soft skills of human resource management, which is now a dominant trend in global management (Stýblo, 2008). A successful organization can generally trace its success to its motivated employees. A look at the synonyms for the word 'motivated' such as induce, move, provoke, prompt, and cause, shows that without motivation at some level, nothing really gets started. Motivating the workforce of an organization is very important as it helps maintain employees on their job as well as induce them to give off their best on the job of which teachers are no exception. Problems of inadequate motivation however do arise as it concerns certain individuals who come into the work situation with differences in expectation, behaviour and outlook.

Teachers in Ghana as elsewhere are expected to render a very high job performance, and the Ministry of Education (MOE) is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom, 2011). Similarly, the roles and context of educations' motivational methods and tools cannot be over emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2004, 2005). This explains why nations and organizations have become interested in motivation which leads to job satisfaction of their employees with the view to retain, maintain and utilize them to the best of their abilities. Therefore, this study aims to add better clarity to this research

area by examining the influence of motivation on job satisfaction among teachers in the basic schools.

1.2 Statement of the Problem

Motivation and job satisfaction are important tools that promote teacher effectiveness in schools. However, these important tools seem not to be given priority attention by heads of basic schools. Personal observation by the researcher seem to reveal that teachers report to work late and frequently absent themselves from school. Their attitude towards work is perhaps less encouraging.

Literature search indicated that teachers are less satisfied with the job and also motivated. Opare (2011) said that teachers in Ghana have expressed a lot of dissatisfaction about poor working conditions, poor remuneration and poor human relations that exist in schools. Mtana (2014) indicated that teachers' condition of service is worst when compared to other professions. Dartey-Baah (2010) mentioned that workers who are not happy or dissatisfaction in their work are difficult to work with. It was based on this issue that the study was designed to investigate the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana.

1.4 Specific Objectives of the Study

The following objectives guided the study:

1. to find out the level of teacher motivation in basic schools at Bodi District in the Western North Region of Ghana
2. to assess the level of teacher job satisfaction in basic schools at Bodi District in the Western North Region of Ghana
3. to establish relationship between teacher motivation and job satisfaction in basic schools at Bodi District in the Western North Region of Ghana

1.5 Research Questions

In order to achieve the research objectives, the following research questions were raised to guide the study:

1. What is the level of teacher motivation in basic schools at Bodi District in the Western North Region of Ghana?
2. What is the level of teacher job satisfaction in basic schools at Bodi District in the Western North Region of Ghana?

1.5.1 Hypotheses Testing

The study sought to test the following hypotheses:

H₀: There is no statistically significant relationship between teacher motivation and job satisfaction

H₁: There is statistically significant relationship between teacher motivation and job satisfaction

1.6 Significance of the Study

The findings will help shape challenges faced by teachers in their daily professional life that need attention in order to make conditions of teaching delivery more effective and

efficient. The study findings will enable head teachers to identify key areas of teachers' motivation which need to be managed to make teachers become satisfied and perform their duty well. The study may also help educational administrators to identify better ways of managing teachers so as to motivate them to be efficient and effective in classrooms.

Moreover, the study will provide policy makers much insight into teacher motivation and satisfaction, and come out with a policy to enhance them. The study results may provide groundwork to assist international donor agencies, inter-governmental collaborative partners, Non-Governmental Organizations (NGOs) and private institutions involved in the funding of education not only in Western North Region but Ghana and elsewhere with similar conditions.

Lastly, the study will contribute to the existing literature to enrich the field of motivation and job satisfaction. The study will serve as a guide to the future researchers in the education sector.

1.7 Limitations of the Study

During the research certain limitations were realized. The information required were difficult to acquire since some of the teachers were hesitant to share their true opinions. This attitude of teachers might have affected the results of the study. The study was limited to only questionnaire data collection instrument, mainly made up of five point Likert-type scale. This type of questionnaire did not allow respondents to explain further than the limits of the question items as they were closed in nature. These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.8 Delimitation of the Study

The study focused on Bodi District. The study covered four basic schools in the Bodi District in the Western North Region of Ghana. The study was delimited to the influence of motivation on job satisfaction. Only teachers were used in this study. Therefore, the study is conceptually, theoretically and empirically limited in scope to the specific objectives.

1.9 Definition of Key Terms

Motivation – The internal drive which pushes someone to do things in order to achieve something.

Teacher motivation - Teacher drives, desires, needs, and wishes in order to induce them to act in desirable, academically and productive manner.

Job satisfaction - Positive feeling about one's job resulting from an evaluation of its characteristics.

Job dissatisfaction - The degree to which employees dislike their works.

Extrinsic motivation - The inner drive towards attainment of externally administered rewards, including pay, material possessions, prestige and positive evolution from others.

Intrinsic motivation - The inner drive to achieve a certain goal for the sake of personal satisfaction.

Reward system - The compensation given to teachers for the services they render in terms of salary and incentives.

1.10 Organization of the Study

The thesis was organised into five chapters. Chapter one covers the background of the study, statement of the problem, purpose, objectives of the study, research questions,

hypotheses, significance of the study, delimitation of the study and limitations, definition of terms and organisation of the study. Chapter two entails literature review related to the study. Chapter three describes the research methodology. It includes the research design, population, sample and sampling techniques, research instrument, validity of instrument, piloting testing, data collection procedure and data analysis plan. Chapter four presents results and discussion of findings of the study. Finally, chapter five contains the summary of the study findings, conclusions, recommendations, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework, empirical literature reviewed and conceptual framework for this study. It contains various scholarly works that have been reviewed for the purpose of this study on factors of motivation influencing job satisfaction among teachers. It covers concept of motivation and job satisfaction, types of motivation, motivation strategies, teacher motivation and job satisfaction, relationship between motivation and job satisfaction, the need for motivation and factors influencing job satisfaction.

2.2 Concept of Motivation

Motivation is defined as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed (Kreitner & Kinicki, 2001). On their part, Mathis and Jackson (2012) define motivation as the desire within a person causing that person to act, they contend that people act for one reason: to reach a goal. Motivation is therefore, a goal directed drive and seldom occurs in a void. Similarly, Hellriegel, Slocum and Woodman (2015) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

Torrington and Chapman (2008) define motivation as a process by which the individual is activated or energized to produce specific activity. Parry and Porter (2011) have defined motivation as that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (2009) introduces the element of choice. According to him, motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values.

The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Mustafa and Othman (2010), "they are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual". When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Such vagaries of human motivation have been amply expressed in the ensuing quotation:

The diversity of human motivation and its manifestation in human behaviour are central to one of the most enigmatic aspects of management of organizations. The manifestations of the apparent vagaries of human motivation are reflected on the one hand, by such circumstances as how production, strikes, personal conflicts between supervisors and subordinates, restriction of output, absenteeism, and high turnover, and on the other hand, by such circumstances as individuals creativity, outstanding organizational achievements, high esprit de corps, and the strong personal commitment of individuals to their organization that generates work effort above and beyond the call of duty (Davidson, 2013).

Motivation, though, a personal experience, engages managers' keen attention at finding reliable links between individual motivation and effective performance and thus work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 2009).

In education, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. Ubom (2011) indicates that teachers can be motivated through such methods as pay, promotions, praise and provision of a favourable working conditions and recognition among others. Ultimately, it enhances quality assurance, quality education and quality instructional delivery in the educational system hence the achievement of educational objectives (Obi, 2010).

2.3 Types of Motivation

Intrinsic motivation can be defined as the motivation to perform an activity in order to experience the pleasure and satisfaction inherent in the activity (Ryan, Stinson, & Johnson, 2016). In today's competitive labour market, intrinsic motivation is crucial, over the long haul, people need intrinsic rewards to keep going and to perform at their peak (Aryeetey, 2011). Intrinsic motivation focuses on factors inside the individual which are based on personal needs, a self-motivated person seeks to exceed expectation because he likes to perform the task and the work expectation matches his skills or he feels challenged by it thereby its successful completion satisfies his ego and serves a purpose higher than the task.

Extrinsic motivation is usually defined as our tendency to engage in activities in order to gain some type of known, external reward. It is important to note that these rewards can be either tangible or psychological in nature. Money and trophies are two common types of tangible rewards. People engage in activities that they might normally not find terribly enjoyable or rewarding in order to earn a wage. Athletes often engage in

strenuous and difficult training sessions in order to be able to compete in sporting events in order to win trophies and awards.

Psychological forms of extrinsic motivation can include praise and public acclaim. A child might clean her room in order to receive positive praise from her parents. An actor might perform in a role in order to obtain attention and acclaim from his audience. In both of these examples, while the reward is not physical or tangible, it is a type of motivating reward that is external to the actual process of participating in the event.

Dartey-Baah (2010) finds that the intrinsic nature of work such as achievement, recognition, interesting work, advancement and decision making power are strong predictors of job satisfaction. Employers can use an employee's intrinsic motivations to get the maximum productivity from that employee and help the employee to reach his/her career development goals. For example, if an employee becomes an IT support professional because he wants to learn as much as possible about how users interact with various computer networks, then that employee is driven by an intrinsic motivation for knowledge. The company can encourage the pursuit of knowledge by offering that employee greater training opportunities, the chance to become a highly paid specialist or by offering tuition assistance in the employee's desire for higher education (Aryeetey, 2011).

According to Brian (2014), extrinsic motivation relates to things that need to be done to or for people/employees to do what is expected of them. This also relates to tangible results such as salary, fringe benefits, security, and promotion, contract of service, the work environment and conditions of service. This type of motivation is often determined by higher level management and may largely be outside the scope of immediate supervisors or managers. Extrinsic motivation is said to be less effective because it comes from outside the person and therefore external reinforces are usually

used in the form control, even though this type of motivation does not really motivate, a person can become demotivated if they are not there (Mullins, 2010).

Intrinsic Motivation is related to psychological rewards such as the opportunity to use one's ability. Mullins (2010) stated that, psychological rewards are those that can usually be determined by the actions and behaviour of the individual managers. This type of motivation has the components of self-challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Intrinsic motivators are more concerned with the quality of work life, and are more likely to have long-term effect. Intrinsic motivational rewards are associated with high academic and occupational achievements. Motivation is therefore strongest when we do it for the fun of it or for the feeling of accomplishment. It can be likened to hobby, or a career path, or a purpose in life (Mullins, 2010).

Extrinsic motivation is significantly important under several circumstances like routine and non-challenging task. Motivation here is formulated by observing how different rewards cause a shift in behaviour leading to satisfaction of predefined goals (London, 2009). An extrinsic motivator that helps develop confidence in the company is the provision of quality and up-to-date work tools for the staff, whether it is the latest in customer management software or the newest forklift technology for the warehouse, providing quality work tools acts as a strong external motivator (London, 2009). Other extrinsic job factors which affect job satisfaction are the worker's relationship with co-workers and their salaries. In the organizational context, incentives are means of motivation for its employees, an incentive is something which stimulates a person towards some goal, and creates the desire to work (London, 2009).

Gupta (2011) specified that this type of motivation first, comprises the basic wages and conditions that are offered to staff related to their role description and work

classification. Second, there are additional payments or bonuses that are linked to the achievement of performance outcomes, with access to the payment either specified in advance or retrospectively assessed as part of a staff review or supervision process. Third, there may be additional financial incentives that are not directly related to the performance of the person's duties, such as access to financial services or credit unions. Literature on the application of incentive schemes acknowledges that financial incentives alone are not sufficient to retain and motivate employees; research has confirmed that non-financial incentives play an equally crucial role (Ryan, Stinson & Johnson, 2016). Non-financial rewards are particularly vital for organizations where limited funding constrains their capacity to provide financial rewards. Nevertheless, non-financial approaches require a significant investment of time and energy, as well as commitment across the whole organization. They should be developed through consultative planning and aligned with strategic objectives, local and personal norms and values, and circumstances. While the importance and potential of non-financial incentives is widely recognized, it is important to note that there are limitations to what can be achieved with non-financial incentives alone. Both intrinsic and extrinsic concepts can be used with some effects in designing motivational practices within an organization (Gupta, 2011).

2.4 Theoretical Framework of the Study

Maslow's hierarchy of needs theory was propounded by Abraham Maslow. It was based on the assumption that employees are motivated by series of five universal needs, these range of needs he claimed the individual will be motivated to fulfil whichever is most powerful at the time of need (Armstrong, 2005). This need, literature makes us to understand he grouped them into; Lower order needs- which he claimed are dominant until they are at least partially satisfied. From this angle it can be realized that any

normal human being would turn his attention to satisfy needs at the next level giving rise to higher-order needs which gradually becomes dominant.

The study was guided by Abraham Maslow's hierarchy of needs theory. It is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions among others. These are the basic necessities a human being needs to survive and as a matter of fact cannot do without it. He was of the strong opinion that even if all the other needs are unsatisfied then physiological needs will dominate. So long as physiological needs are unsatisfied, there exist as a driving or motivating force in a person's life. A hungry person has a felt need and this felt need ignites both (psychological and physical) tension and manifest itself in a manner directed towards reducing the said tension (getting food to eat) thus, people will focus on activities that will help them survive. Once the hunger is satisfied tension is reduced and the need for food ceases to be a motivator.

The security needs include the need for safety, fair treatment, protection against threats, and job security among other needs. In the work setting this needs translate into a need for at least a minimal degree of employment security; and the assurance that we cannot be dismissed or sacked on irrelevant issues and that appropriate levels of effort and productivity will ensure continued employment. Affiliation needs include the needs of being loved, accepted, part of a group and the like. Relating this to the work place, as outgoing creatures, humans have a need to belong and this can only be satisfied by an ability to interact with one's colleagues and be able to collaborate effectively to achieve

organizational goals. Whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence among others.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy (Cole, 2012). As such, the government, head teachers and stakeholders should have a priority-list that conforms to Maslow's hierarchy of needs theory. However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. It has been noted that people's needs change with their job status. The needs may also change with change of environment, for instance, if a person is put at an insecure environment, then the need for security may outweigh any other need.

2.5 Motivation Strategies

Motivation strategy should aim to increase the effective contribution of members of the organization in achieving its objective. According to Palmer (2005), a fundamental part of a motivation strategy must be that the process of achieving the goal is itself motivational. In other words, it is important to ensure that people do not give up during the implementation phase, by designing a process for achieving goals, and to control the motivation strategy.

Motivation strategy will refer to the performance of management and reward systems and in particular to the type and scale of financial incentives which are to be provided. But it will also be concerned with other process which should yield favorable attitudes including job design participation, joint objective setting career development and any other processes relating to the individual need to achieve and maintain a sense of

personal wealth and importance. A motivation strategy is necessary for conducting the daily tasks and motivating employees with common goals. It is not only a decision or simple words used to describe the goal, but also using a set of skills to achieve it (Palmer, 2005). Motivation is also affected by the quality of leadership in an organization therefore the selection, training and development of effective leaders should be part of the strategy. (Armstrong, 2010).

A study by Armstrong (2010) on factors affecting motivation strategies brought to light some management motivational strategies designed to solve identifiable problems and meet the recognisable needs of a particular society or organisation. He states that the complexity of the process of motivation means that simplistic approaches based on instrumentality theory are unlikely to be successful. The HR should avoid the trap of developing or supporting strategies that offer prescriptions for motivation based on a simplistic view of the process or fail to recognize individual differences.

People are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the basic need for recognition. The HR should encourage the development of performance management process which provide opportunities to agree expectations and give positive feedback on accomplishments. The HR can develop reward systems which provide opportunities for both financial and non-financial rewards to recognize achievements. Bear in mind, however, that financial rewards system are not necessarily appropriate and the lessons of expectancy, goal and equity theory need to be taken into account in designing and operating them (Armstrong, 2010).

Also, the need for work which provides people with the means to achieve their goals, a reasonable degree of autonomy, and scope for the use of skills and competencies should be recognized. The HR should advise on processes for the design of jobs which take

account of the factors affecting the motivation to work, providing for job enrichment in the shape of variety, decision-making responsibility and as much control as possible in carrying out the work. The need for the opportunities to grow by developing abilities and careers. The HR should provide facilities and opportunities for learning through such means as personal development planning processes as well as more formal training and develop career planning processes (Armstrong, 2010).

Moreover, the cultural environment of the organization in the shape of its values and norms will influence the impact of any attempts to motivate people by direct and indirect means. The HR should advise on the development of a culture which supports process of valuing and rewarding employees. Motivation will be enhanced by leadership which sets the direction, encourages and simulates achievement, and provide support to employees in their efforts to reach goals and improve their performance generally. The HR should devise competency frameworks which focus on leadership qualities and team leaders, ensure that leadership potential is identified through performances management and assessment centres and provide guidance and training to develop leadership qualities (Armstrong, 2010).

2.6 Teacher Motivation

According to Bennell (2013), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

There are two key inter-related aspects of motivation - will-do and can-do (Obi, 2010). Will-do motivation refers to the extent to which an individual has adopted the

organizations goals and objectives. Can-do motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realize organizational goals (Ryan et.al, 2016). A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating.

The received wisdom among occupational psychologists is that, pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers. Teachers in countries where pay and other material benefits are too low for individual and household, survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, to be realized (Bennell, 2013).

A key empirical research is therefore necessary to establish the extent of this problem. There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, the 2000 Education for All (EFA) Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by, political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extracurricular activities, teaching

preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers.

Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell & Akyempong, 2007).

Another study on the impact of motivation in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is surprisingly high (Mandera, 2005). A recent survey in Ghana also concluded that teacher morale is reasonably high. Only 13 per cent of teacher respondents indicated that they did not enjoy teaching although nearly one third stated that they did not intend to remain in the teaching profession (Gakii, 2009).

Patterns of motivation may be expected to depend on teachers' personal characteristics and perceptions of their role, as well as the circumstances of their work. Mark (2015)

mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) is negatively related to age and positively related to intellectual capacity and educational attainment. One cannot assume that teachers' motivation, even if it is related to attrition, necessarily has the same set of relationships. Murnane (2010), with reference to the USA, suggests that some degree-holders are attracted to teaching as a medium-term occupation rather than a permanent career. However, teachers' age and qualifications are treated as potentially important factors in this study.

Teachers' perceptions of their role are discussed by Jessop and Penny (2005), in a qualitative study of primary school teachers in rural South Africa and Gambia. They identify two distinct "frames of understanding" about teaching, described as "instrumental" and "relational," which affect the way teachers discuss job satisfaction and motivation. The individual teachers studied are classified according to whether they lean towards one frame or the other. The authors find that instrumental teachers, who see education mainly as a technical process, are more likely to show concern about the inadequacy of physical resources for learning, support from inspectors and extrinsic incentives. Relational teachers, however, see education mainly as a moral activity and are motivated mainly by a nurturing relationship with students. The typical complaints of this group are not mentioned and one is left to assume that they complain less. The authors argue that neither group perceives "ownership" of the curriculum as a goal. From the perspective of Maslow, however, this is not surprising if the teachers are poorly paid and little respected by their supervisors. The categories developed by Jessop and Penny can be compared with those of researchers in other settings, such as the "student-oriented," "subject-oriented" and "benefits-oriented" categories used by Griffiths, Gottman and McFarland (2001).

2.7 The Need for Motivation

According to Umur (2011), motivation puts human resources into action and improves level of efficiency of employees. He added that, every concern requires financial and human resources to accomplish the goals. Having the employees only physically, does not mean that the organization manages to make full use of it. Umur (2011) added that, the performance of motivated employees is high, which results into: increased productivity and reduced cost of operations. He concluded that, a motivated employee will not try to get by with little effort; will be more oriented on his job. If those workers, who spend most of their time on facebook or other pages, use their potential and keep instead themselves busy with their job, increased productivity will be very conspicuous. Jordan (2018) highlighted that, meeting personal goals help an employee stay motivated and feel about themselves to continue to produce. He added that, motivation can facilitate a worker reaching his/her personal goals, and can facilitate the self-development of an individual. Jordan (2018) continued that, once that worker meets some initial goals, they realize the clear link between effort and results, which will further motivate them to continue at a high level. One of the main benefits of motivation according to Carsely (2000) is that, it improves the level of efficiency in the workforce. Carsely (2000) added that, it is not just the qualifications, experiences, or abilities of an employee that determines productivity as motivation plays a significant role in determining the productivity of an employee. In order to fill the gap between the ability of an employee and his willingness, the organization has to motivate the employee so that he or she can give results according to his or her abilities (Carsely, 2000).

Carsely (2000) commented further that, when an organization improves the efficiency of employees through motivation, it will also improve overall productivity, reduce costs, and increase the efficiency of the company. Abdallah (2010) highlighted that,

motivation brings employees closer to the organization. He added that, as long as needs of employees are met through attractive rewards, promotional opportunities, etc. employees begin to take more interest in their company. They begin to think that there is no difference between the interests of the enterprise and their interests. This helps in developing cordial relations between management and workers.

Judith (2001) indicated that, if employees are motivated, the organisation will be able to retain more of them. He added that, every time the organisation hires a new employee, a lot of time is invested in getting that person up to speed on the job requirements, integrating that person into the workforce and figuring out exactly how that new person can contribute. Judith (2001) furthered that, existing employees have a wealth of knowledge about the company and how projects work. They are also already accustomed to working with the other employees at the facility. By retaining them, the organization saves money and time. Amiri, Khosravi and Mokhtari (2010). opined that, when staff members are unmotivated and dissatisfied with their jobs, they tend not to pursue additional tasks that may help the company succeed. He cited an example that, dissatisfied employees will generally not offer to volunteer for committees that plan the annual company picnic or help move departments from one part of the office to another. Amiri et al. (2010) stated further that, when the company creates an atmosphere of job satisfaction and properly motivates employees, it can be easier to find volunteers to complete outside projects that are necessary for improving company morale or the operation of the organization.

According to Mubarak (2014), job satisfaction among the entire staff creates a positive experience for customers as well. Mubarak (2014), added that, motivated warehouse employees work harder to speed up order fulfillment while maintaining accuracy, building maintenance workers keep the office clean and operational, and product repair

personnel take it upon themselves to address customer concerns directly rather than funneling the customer through a sales or service associate. Klassen and Anderson (2007) indicated that, one of the benefits to a company that has a motivated and satisfied staff is patience. Klassen and Anderson (2007) added that, when a new policy is put into effect or major changes are made to the way the company does business, the entire company is affected. Employees who are satisfied in their jobs are more apt to offer suggestions to make a transition smoother than disgruntled employees. Additionally, as changes are made, motivated employees work as a team to implement those changes as quickly and efficiently as possible.

According to Buyten (2013), motivation leads to human capital management. He added that, a company can achieve its full potential only by making use of all the financial, physical, and human resources that it has. Buyten (2013) added that, it is through these resources that the employees get motivated to accomplish their duties. This way, the enterprise begins to glisten as everyone is doing their best to fulfill their tasks. Buyten (2013) again came with the view that, motivation leads to a higher chance of meeting company's goals. He added that, any enterprise has its goals, which can be achieved only when there is a proper resource management, the work environment is a cooperative one, and all employees are directed by their objectives and only when goals can be reached if cooperation and coordination are fulfilled at once through motivation. Bennell (2013) opined that, motivation ensures a better team harmony. Bennell (2013) added that, a proper work environment focused on cooperative relationships is highly important for an organization's success. Not only that it can bring stability and profits, but employees will also adapt more easily to changes, a fact which is ultimately in the company's benefit. Wilson (2010) stated that, motivation leads to the stability of workforce that is very important from the point of view of reputation and goodwill of

the company. Wilson (2010) added that, in order to keep employees loyal, they should feel themselves as part of the organization, feel that they are needed and appreciated. He commented further that, the longer the person works in the organization, more experience he gathers, as saying goes “Old is gold”. Wilson (2010) added that, when people are willing to work for one organization for a long time, and they do not consider the company as one of the steps of staircase, it will prevent the organization from the high index of turnover and the positive image that will be created from the word of mouth marketing, will attract competent and qualified people into a concern.

2.8 Concept of Job Satisfaction

Job satisfaction is how people feel about their jobs and different aspects of their jobs (Grensing, 2010). Armstrong (2010) defined job satisfaction as the feelings and attitudes of people toward their job. He mentioned that if people have favorable and positive attitudes towards their job, this means job satisfaction, but if they have unfavorable and negative attitudes towards their job, this means job dissatisfaction.

Kesten (2015) explains that job satisfaction is a positive optimum feeling derived after a completion of a task in lieu to achieving the target of the organization. Thereby benefits the organization and in return the worker is rewarded in cash or in kind. This definition gives importance to the commitment between the job satisfaction and the benefits of the work. But George (2005) avers that it is related to the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in. Similarly, Vroom defines job satisfaction as the response of the individual towards the role played at work (Mubarak, 2003). This definition is supported by Smith (2000) who also asserts that it is the degree of satisfaction or gratification experienced by workers with their profession.

Work motivation and job satisfaction are closely related concepts which are essential in organizations for any significant production. Motivation is the motive (drive) to satisfy a need (wants) while job satisfaction is the contentment experienced when need is satisfied. Where the employee's needs are not satisfied, organizational production could be low, but, when the employee's needs are sufficiently met, their job satisfaction and motivation increases leading to higher production. (Mubarak, 2003).

2.8.1. The Relationship of Satisfaction and Dissatisfaction

The most significant and basic difference between Herzberg's two factors is the inherent level of satisfaction/dissatisfaction within each factor. If motivation includes only those things which promote action over time, then motivators are the factors that promote long-running attitudes and satisfaction (Ramlall, 2004).

According to Herzberg and his associate in Ololube (2008), motivators cause positive job attitudes because they satisfy the worker's need for self-actualization, the individual's ultimate goal. The presence of these motivators has the potential to create great job satisfaction; however, in the absence of motivators, Herzberg says, dissatisfaction does not occur. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation (Bennell & Akyaempong, 2007). Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Bennell and Akyaempong (2007) conclude that commitment of employees is based on rewards and recognition.

Likewise, hygiene factors, which simply "move" (cause temporary action), have the potential to cause great dissatisfaction. Similarly, their absence does not provoke a high level of satisfaction. Job satisfaction contains two separate and independent dimensions

(Sergeant & Hannum, 2012). These dimensions are not on differing ends of one continuum but instead they consist of two separate and distinct continua.

According to Ololube (2008), the opposite of job satisfaction is not dissatisfaction, but rather a simple lack of satisfaction. In the same way, the opposite of job dissatisfaction is not satisfaction, but rather “no dissatisfaction”. For example, consider the hygiene factor, work conditions; if the air conditioner breaks in the middle of a hot summer day, workers will be greatly dissatisfied. However, if the air-conditioner works throughout the day as expected, the workers will not be particularly satisfied by taking notice and being grateful (Ramlall, 2004).

2.8.2 The Dimensions of Job Satisfaction

It is apparently from the literature review on job satisfaction above and indeed from the accumulated literature in this area that job satisfaction is now regarded as a multinational phenomenon. It comprises a complex set of variables which operate to determine a worker's attitude towards his job. Thus, while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surrounding of their work place and may be very dissatisfied with their wages or salaries.

In other words, workers can be satisfied and dissatisfied with their job at one time or the other. The general problem which investigators in this area have had to wrestle with is to specify the dimension of job satisfaction. Herzberg and his associate are among the writers who have made important contribution to the specification of the dimensions (Ololube, 2008). In 1959, they studied the work experience and attitudes of some two hundred engineers and accountants from nine firms in Pittsburgh in the United States. They found from the study that some five factors: achievement, recognition for

achievement, work itself, responsibility and advancement seemed to be strong determiners of job satisfaction.

These entire factors, they noted, were related to what a person does and not in relation to the situations in which he does it and so they classified them as intrinsic factors. This implies that they also found that a different set of factors seemed to be the determinants of job dissatisfaction. These were: company policy and administration, supervision, salary, interpersonal relation and working condition. Unlike the intrinsic factors, they are related to environment or the context of the job and not the work itself and so they termed them the extrinsic factors and regarded them as issues that do not provide any job satisfaction.

From these findings Herzberg and his colleagues formulated the motivation –Hygiene Theory in which, using an analogy from medical field, they termed the dissatisfiers the hygiene factor, that is to say, the factors were „preventive and environmental „since the hygiene factors are not an intrinsic part of the task but are merely related to the conditions under which the job is carried out, they claimed a good hygienic environment can prevent job dissatisfaction but cannot create true job satisfaction or happiness (Sergeant & Hannum, 2012).

They possibly argue that when workers come out for higher salary and get it, the satisfaction which they get is of rather short duration and very soon they begin to come out for more because money is a hygiene factor. The satisfaction gained from money is thus of short duration as compared to the satisfaction which accrues from true achievement or recognition for achievement.

The factors they isolated and their classifications into intrinsic and extrinsic factors (Blasé & Blasé 2014) have corroborated their findings. However, they seem carried

their interpretations too far by claiming that the intrinsic factors are only satisfiers and not dissatisfiers. In other words, it seems unrealistic to insist that the intrinsic factors are exclusive satisfiers and the extrinsic factors are exclusively dissatisfiers. A more realistic and perhaps valid view is to regard both the intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction.

It is reasonable to expect that a workers working conditions, for example whether or not he enjoys warm interpersonal relations with supervisors and fellow workers (all of these are hygiene or extrinsic) can give him real satisfaction or dissatisfaction depending on whether these factor are present or absent. Similarly, achievement or control over one's work (both intrinsic factors) can also make a worker satisfied or dissatisfied with his work role, again depending upon their presence or absence.

In their motivation-hygiene theory, Herzberg and his associates seem to overlook completely personality characteristics of workers, which play a vital part in their job satisfaction. For example, a teacher who has a strong need for achievement (intrinsic factor) could become extremely dissatisfied when he perceive himself as not achieving in his teaching profession just as a teacher with a strong need for affiliation (hygiene factor) could gain real satisfaction in teaching when he finds that the need is fully met in that job (Ololube, 2008).

As indicated, a more valid interpretation of their data seems to be that the intrinsic and extrinsic factors can both act as satisfiers and dissatisfiers and that workers tend to name intrinsic factors when considering their dissatisfaction with their job. An empirical study by Nzuve (2010) fully supports this interpretation. He tested the Motivation-Hygiene hypothesis in his study, and reported the following findings: - satisfaction with the job can be due to low levels of satisfaction with intrinsic factors. Extrinsic factors can cause both satisfaction and dissatisfaction less readily than do the intrinsic factors,

but individuals are more likely to say they have bad or dissatisfied feelings about these extrinsic factors. ((Nzuve, 2010). His classification of job satisfaction factors was the same as that of Herzberg and his colleagues (Nzuve, 2010).

From the reviews of the literature above, three factors of job satisfaction may be distinguished. Firstly, job satisfaction generated by intrinsic factors which may be termed intrinsic satisfaction; secondary, the job satisfaction caused by extrinsic factors which may also be termed extrinsic satisfaction ; and thirdly, there is a general job satisfaction emanating from intrinsic and extrinsic factors. Perhaps a useful way to look at general job satisfaction is to regard it as a summary measure reflecting both intrinsic and extrinsic facets of job satisfaction but at the same time maintaining a composite factor of its own as found in this study by the factor analysis of the various other variables in this study.

In light of research experience and accumulated empirical findings, scholars now generally agree that job satisfaction is a multidimensional phenomenon: it comprises a whole array of factors which operates together to determine a worker's attitude towards his job and consequently some aspect of his general work behavior.

2.9 Teacher Job Satisfaction

According to Locke (Mbua, 2003), job satisfaction is the positive emotional state resulting from their appreciation of being teachers. Improving teacher job satisfaction is important because research showed that younger teachers were more likely to leave their jobs because of low job satisfaction, which leads to a shortage of teacher (Green-Reese, Johnson, & Campbell, 1991). Also, teachers with high job satisfaction provided higher quality teaching and their students were more successful (Demirtas, 2010), which meant high teacher job satisfaction benefits education overall. In order to

improve the quality of teaching and ease the difficulty of a shortage of teachers, it is very important to maintain teachers' high job satisfaction

Teacher job satisfaction is an outcome of the various organizational factors previously mentioned and it is very critical in terms of making teaching and learning processes more productive thereby paving the way for creating effective schools (Naderi, 2012). It is widely acknowledged that teachers have a pivotal role in the development of an inclusive education system. The status that a teacher enjoyed in the yesteryears is not true now. Experts feel that increasing dissatisfaction among the teachers could be one of the reasons for cases of violence in the classroom. Institutions are becoming increasingly accountable for teaching outcomes in order to meet rigorous accreditation standards (Dartey-Baah, 2010). Recruiting and retaining quality teachers is a continuing concern that is facing educational institutions. There is relatively little scope for upward mobility within the Indian academic profession. Promotional opportunities are generally inadequate. It has also become a serious grievance for many teachers and over the years, it has become a major factor of teacher discontentment. Working condition for basic teachers reveal their lack of control over their working conditions and over key elements of their teaching situations, such as curriculum, syllabi, examination and recruitment (Klassen & Chiu, 2010).

2.10 Relationship between Motivation and Job Satisfaction

The relationship between an employee's motivation and job satisfaction is examined. A number of researchers (Igalens & Roussel, 1999; Pool, 1997) have concluded that work motivation and job satisfaction should be treated separately, so that factors of influence can be more readily identified and to allow for better understanding.

Herzberg's (2003) motivation-hygiene theory identifies intrinsic motivators (e.g., achievement, recognition, the work itself) and hygiene factors which tend to be

extrinsic factors (e.g., company administration, supervision, salary). Herzberg's view is that these motivators lead to job satisfaction because they satisfy an individual's need for self-actualisation (Armstrong, 2005; Tietjen & Myers, 1998).

Expectancy theory, argues that a pay for-performance system influences job satisfaction (Mullins, 2010; Igalens & Roussel, 1999). Supporting this view, Pool (1997) examines the relationship between work motivation and job satisfaction and finds significant positive association indicators that, as work motivation increases, job satisfaction increases. In relation to extrinsic motivation, a positive association with job satisfaction has also been found (Moynihan & Pandey, 2007; Wright & Kim, 2004). While the dominant argument has been for a positive association between extrinsic motivation and job satisfaction, Frey (1997) argues for a "crowding-in" effect.

Intrinsic motivation can increase as a result of work enhancement programmes that have increased work morale (Frey, 1997). When employees' enjoyment of their job increases, intrinsic rewards may undermine the extrinsic motivation (Frey, 1997). The proponents of self-determination theory argue that pay can have a positive effect on intrinsic motivation by being supportive and encouraging employee autonomy and self-esteem (Deci & Ryan, 2008; Gagne & Deci, 2005).

However, self-determination theory remains silent on whether extrinsic motivation will decrease, if intrinsic motivation increases. But the findings of the studies of self-determination theory suggest that supportive work environments, which encourage intrinsic motivation, will result in increased job satisfaction and more effective performance (Gagne & Deci, 2005; Deci & Ryan, 2008). When pay systems link individual and organizational performance, employees can see how important their work is, which in turn increases their job satisfaction because they are able to fulfill high-order needs, such as self-esteem (Wright & Kim 2004).

2.11 Factors Affecting Teacher Job Satisfaction

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work (Wilson, 2010). Wilson (2010) believe that discretionary behaviour which helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to the organisation and when the job gives them high levels of satisfaction. The research findings were that the key factors affecting job satisfaction were personal expectations, career opportunities, job influence, team and job challenge (Wilson, 2010).

Salary as a form of income is defined as the compensation in lieu of the services rendered by the employee. It is always compared in relation to the timings on periodic basis. Salary is an acknowledgement and regarded as reward to motivate and improve the workers behavior towards the goals set by the employer (Oshagbemi, 2000). Werther and Davis (1993) noted that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. Mander (2005) found that direct benefit of job is the salary and an important motivating factor. If salary is not up to the expectations of the employees and less attractive then it can greatly affect the teachers. Low teacher salary in the teaching profession is widely acclaimed to be a major source of low job satisfaction. Majority of studies show consistency in their findings concerning this relationship.

Dehaloo (2011), in his study notes that teachers are not paid fairly and their income does not keep pace with inflation. Salary packages are perceived as not being commensurate with the amount of work done and there is lack of salary adjustments for improved academic qualifications. It is also reported that salary increases are always

accompanied by raises in taxes which lower the income of teachers. Similarly, Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary.

In Ghana, inadequate teacher remuneration has led to low teaching morale (Otube, 2004) which is manifested in numerous strikes for better pay (Ingolo, 2013). In schools, salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003). Therefore, the existence of strikes is a clear signal that the teachers' plights or issues at the work place are not adequately addressed by the concerned authorities. This is coupled with the drastic decline in the status of teachers.

ILO/UNESCO (2013) seminar on the study of the status of teachers observed that in Ghana, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminar further identified poor salaries and lack of promotion as factors which highly discouraged qualified people from getting into the teaching profession instead give those who do little incentives to improve their teaching skills. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

The extent to which better remuneration contributes to satisfaction and retention cannot be downplayed. In the study by Perrachione, Rosser and Petersen (2007) among teachers on whether they would leave the profession, nearly half indicated that they "certainly would" leave teaching because of low salary. In their study on the factors contributing to teacher attrition, Buckley, Schneider, and Shang (2012) reviewed a number of such literatures. Their studies showed that teachers were de-motivated by

low salary. In some of them for example, teachers in the United Kingdom and California who were considering leaving the profession ranked salary considerations as the most important factor driving their decision.

Hanushek, Kain, and Rivkin (2004) point out that salary increases reduced the likelihood that teachers in Texas would leave their district. Murnane and Oslen (2015) in their study demonstrate that teacher salary is an important determinant of the length of time that teachers stay in the profession. The results indicate that teachers who are paid well stay longer in teaching. During the last three decades teacher's salaries have been regularly declining throughout most low income countries and particularly so in Africa. This decline is seen to results from budget constraints in these countries. Additionally , this strategy is in line with the World Bank recommendation (World Bank, 2002) that hiring should be made at a lower cost than is currently the case, while recognizing the difficulty to reduce salaries of existing teaching force. This situation lowers level of job satisfaction and commitment of teachers.

Fringe benefits or top up allowances are additional payments paid to the workers above the basic pay. According to Longman dictionary of contemporary English (1999), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Cushway (2010) referred fringe benefits as additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pays.

Most of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to individual and from institution to institution. These are in form of leadership allowances, responsibility allowances, duty allowances, overload and

overtime allowances, recognitions and promotions. However, their adequacy and provision in time have an effect on teachers' performance in schools.

An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery & Noon, 2001). According to Nzube (2010) nonfinancial incentives psychologically influence the behavior and attitude of workers toward their work, colleagues and the organization. Nzube (2010) further notes that incentives provide lucrative conditions and terms of employment. Examples of incentives used to motivate teachers include tokens of appreciation and school trips.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance (Dessler, 2008 & Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

While the review has highlighted how the current salary has been used to motivate employees, no study on current salary and its link to teacher job satisfaction in Bodi District in particular has been studied hence a knowledge gap.

Working conditions as a factor of job satisfaction include: the influence of factors related to the employee, so called subjective factors; the impact of environmental factors; and the impact of organizational factors that are primarily related to the organization of production. The nature of working conditions in institutions entails the conditions in which employee work. Working conditions are very important to the way

employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003). Bennell, Bulwani and Musikanga (2004) in their study found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location, living arrangement and distance to work. Luthans (2008) asserts that clean and attractive surroundings tend to make teachers happy when doing their work thus increasing job satisfaction. The provision of these adequate working conditions enlists higher commitment and subsequently more efforts that strive for good work. On the other hand when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind (Musazi, 2003).

According to Graham and Bennet (2008) working conditions include considerations like illumination. A poor fit between employees and their jobs will increase the search for alternative jobs (Nzuve, 2010). The physical environment, for example, availability of facilities like well stocked library and adequate class-rooms will result into job satisfaction. Aesthetics, for instance, flower gardens will also add to the staffs' job satisfaction. There should be adequate working facilities/ tools of work, the buildings should be safe in order to avoid chances of accidents/ insecurity.

Better still, Ssekamwa, (2011) contends that clean environment, classroom, staffroom, family friendly policies, balance between work and leisure and other fringe benefits are

the necessary conditions for the teachers' performance in schools. Other external conditions like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performance in schools. The lack of these conditions in institutions results in teachers finding it difficult to cope up.

Demonstrating the importance of hygiene factors, research (Essa, 2003) reported that primary school teachers whose 'hygiene' needs are met, become warm, sensitive and nurturing. The teachers in these studies showed great responsiveness, gave encouragement to pupils and used less negative disciplinary techniques. As a result, pupils developed positive emotional adjustments and their cognitive, language and social skills were enhanced. Additionally, they displayed fewer behavioral problems and became socially competent. Ultimately, the amount of adult interaction with pupils became greater and more beneficial, and children had friendlier interactions with peers.

In addition, the studies indicate that most schools lacked the necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children. According to Ngome (2002), most public centers supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, and others that were iron-sheet walled and roofed. In such classrooms, temperatures went very high or very low, ventilation was inadequate, dust was a problem and pupils were easily distracted. Most of these classrooms were also congested. (Gakii, 2009 & Ng'asike, 2013).

Robbins (2009) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Drafke and Kossen (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment.

They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

According to Maicibi (2003), employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Luthans (2008) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on teachers' job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance teacher's satisfaction.

Aside from the monetary factor, teachers' reported low motivation and satisfaction with the opportunities for advancement through promotion. In his study, Dehaloo (2011) found out that teachers were not convinced concerning the selection and process of teachers for promotion. Similarly, Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the ways of promotions.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically satisfied with the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees (Robbins, 2009).

Generally, employees want promotion policies that they perceive as being just unambiguous and in line with their expectations. Promotion typically involves positive changes in supervision, pay and work content. Oswald (2008) avers that when it comes to determining job satisfaction, position is more important than the salary. In his survey, he found out that salary minimally influences job happiness. Yet when he looked at an employee's/worker's position in a company, he found a strong link with job satisfaction.

Employees are satisfied with current job if they see a path available to move up in ranks and be given more responsibilities along with higher compensation (Sogomo, 2012). The level of job satisfaction among teachers increases with the professional grade levels (Wasonga, 2004)

Cherrington (2003) defines recognition as non-financial rewards, praise and effective in employee's motivation hence promotes job satisfaction. Flippo (2011) indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. Flippo does include monetary rewards as a form of recognition.

Recognition is the form of praise and constructive feedback from colleagues, head-teacher, parents, board of management and the employer. According to Fisher & Ackerman (2007), recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors. It has a positive impact on teacher motivation, self-esteem, confidence and sense of security (Blasé & Blasé 2014). From this they develop a habit of reflection which can inform their behavior. Indeed teachers long for recognition, praise and feedback about their achievements and these are likely to motivate them professionally (Vail, 2005). Most of the factors affecting teacher

motivation in the first world are related to both intrinsic and extrinsic motivation and are present in a number of schools in Kenya (Wabala, 2007).

Individuals at all levels of the organization want to be recognized for their achievement on the job. Good work done by any employee should always be acknowledged (Luthans, 2008). A formal recognition program may also be used such as employee of the month, term or year (Kuanzes, 2010). Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including head teachers and peers. Recognition takes many forms including being offered thanks, praise, respect, awards, training opportunities, right tools for the job. Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. Recognition of performance is an important responsibility of the school management. It may range from spoken words of “thank you” to tangible rewards which have been used as important motivators for teachers. Fraser (2006) further suggests that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement. Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated (Steyn, 2002).

Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employees without any prominent show also loses its importance. Ali and Ahmed (2009) states that there is an important

link between reward and recognition and that awarding the financial benefit to employees without any prominent show also loses its importance. The recognition may include the monetary award but these facets are not of any importance or significance (Fisher & Ackerman, 2007)

2.12 Summary of Literature Reviewed

The researcher reviewed different literature pertaining to the factors of motivation influencing job satisfaction among teachers. Teacher motivation factors such as salary, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself were found to affect job satisfaction among employees. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teacher's motivation. From the literature, motivators cause positive job attitudes because they satisfy the worker's need for self-actualization and the individual's ultimate goal.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed for the study. It specifically takes a critical look at the research design, population, sample and sampling techniques, research instrument, validity of instrument, piloting testing, data collection procedure, data analysis plan and ethical considerations.

3.2 Research Design

Descriptive survey design was used in this study to find out the opinions and attitude of teachers regarding the current status of the problem. According to Ary, Jacobs, Razavieh and Sorensen (2010), descriptive design seeks to find factors associated with certain occurrences, outcomes, condition or types of behaviours. Saunders, Lewis and Thornhill (2013) have explained that descriptive research helps in studying the present problems and suggests some solutions to those problems. Fraenkel and Wallen (2011) also believe that obtaining answers to a set of administered questions from a large group of people lies at the heart of a descriptive survey design.

Descriptive survey was used for the collection and analysis of information in order to answer questions which were posed. According to Mugenda and Mugenda (2016), descriptive survey aims at describing, observing and documenting aspects of a situation as it occurs rather than explaining them. This design has the advantage of producing a good amount of responses from a wide range of people (Jacobs, 2011). This design provides an accurate picture of events and it also seeks to explain peoples' perceptions and behaviour on the basis of data gathered at a point in time (Amedahe & Asamoah-Gyimah, 2003). It is also important to note that this design is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased

sample of individual who are asked to complete questionnaires, interview or tests (Jacobs, 2011).

In using descriptive, the items to respond could not be misleading. This is because descriptive survey results can vary significantly depending on the exact wording of questions (Amedahe & Asamoah-Gyimah, 2003). The results produced by this design can however be unreliable because the questions which are normally asked seek to delve into private matters of the respondents who may not be completely truthful (Fraenkel & Wallen 2011). Fraenkel and Wallen further stated that questionnaire require respondents who can articulate their thoughts well and sometimes put such thoughts in writing. It is again very difficult to get all the questionnaire completed for meaningful analysis to be made on them. Though these difficulties and disadvantages exist, the descriptive survey design was considered the most appropriate since it has the potential to provide a lot of information obtained from quite a large sample of teachers.

3.3 Population of the Study

According to Gay (1992), population in research is the group of interest to the researcher, which the results of the study are generalized. He further explained that population has at least one characteristic that differentiates it from other groups. The target population for the study was all the teachers in basic schools at Bodi District in the Western North Region of Ghana. The study focused on teachers because they are the key players who ensure achievement of goals and objectives of the organisation and they are key people who mould the students to excel in their career. According to the information obtained from the Education Management Information System (EMIS) office of the Bodi District Education, there are 44 public basic schools in the district consisting of 738 teachers for the 2019/2020 academic year.

3.4 Sampling Technique

The process for selecting a portion of the population to represent the entire population is known as sampling (Polit & Hungler, 1999). Sampling technique refer to the methods used to select sample from the target population.

The sampling procedure used to select the schools was purposive sampling technique. Avoke (2005) sees purposive sampling as hand picking the cases to be included in the sample on the basis of their judgments of the typicality of the issue identified for study. Purposive sampling is the process of including whoever happens to have rich information and available for the study (Avoke, 2005). All the teachers in the schools were purposively selected as sample for the study.

3.4.1 Sample Size

Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). The sample size for the study was made up of 100 teachers from the selected basic schools. The sample size formed 13.6% of the total population of teachers in all the public basic schools in the district.

3.5 Data Collection Instrument

Questionnaire was adopted for this study. Mugenda and Mugenda (2016) observe that the use of questionnaire is a popular method of data collection in education because of the relative ease of cost effectiveness with which they are constructed and administered to the large samples. Questionnaire is an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistical analysis of the results. Questionnaire offers greater assurance of anonymity. Questionnaire is stable, consistent, uniform measure without variation and offers a considerable and objective

view on the issue, since many respondents prefer to write rather than talk about issues (Fraenkel & Wallen, 2011).

However, questionnaires has some weaknesses. Questionnaire is standardized so it is not possible to explain any points in the questions that participants might misinterpret. Open-ended questions can generate large amounts of data that can take a long time to process and analyse. Respondents may answer superficially especially if the questionnaire takes a long time to complete (Fraenkel & Wallen, 2011).

The questionnaire was designed in line with the research objectives and socio-demographic characteristics were also elicited. The questionnaire was structured into four main sections. Section A examined the respondents' background such as gender, age, years of practice teaching and qualification. Section B sought to investigate the level of teacher motivation in the selected schools. Section C sought to identify job satisfaction of teachers in the selected schools. Section D sought to determine the relationship between teacher motivation and job satisfaction in the selected schools. A Likert-type scale was employed and the respondents were asked to rate based on a five point Likert-type scale their satisfaction with various statements.

3.5.1 Validity of the Instrument

According to Mugenda and Mugenda (2003), validity has to do with how accurately the data obtained in the study represent the variables of the study. Construct validity is the degree to which a test measures what it claims to measure, that is giving a legitimate operationalization in a study in relation to the theoretical constructs. To ensure validity, expert judgment was sought where the researcher gave the instrument to the supervisor to analyse. Based on the advice given, modification and removal of ambiguous or unclear items were done to improve the instrument.

3.5.2 Pilot Testing

Pilot test was conducted prior to the actual research where two schools were involved; these two schools were not included in the sample study and were randomly selected from the neighbouring Sefwi Akontombra District which has similar characteristic of public basic schools as those in the Bodi District. When the questionnaire was collected, it was screened, coded and entered into the computer for reliability analysis. This was deemed appropriate for the study based on Cohen, Manion and Morrison (2007) recommendation that a reliability co-efficient of 0.70 or above is good enough for research purposes. As a result, the instrument was used in collecting data for the study.

3.6 Data Collection Procedure

An introductory letter was obtained from the University, which sought to introduce the researcher to the heads of the schools and sought permission to carry out the administration of questionnaire. The researcher also sought permission from the Bodi District Education Officer to carry out the study in the district.

The inclusion and exclusion criteria were established before collection of data commenced. This allowed the researcher to determine who to be included and excluded in the study. The purpose of the study was explained to prospective respondents, their consent was sought and the questionnaire was self-administered to them and offered assistance by explaining areas where the respondents had problems. For accuracy and consistency, the respondents completed the questionnaires as the researcher waited and collected on completion.

3.7 Data Analysis Plan

The statistical package for social sciences (SPSS version 20) was used to code the items. Descriptive statistics such as percentages and frequencies were used to analyse data

from research question one and two. The hypothesis was answered using Pearson product correlation coefficient moment.

3.8 Ethical Consideration

One important component of field research is ethical requirement on the part of the researcher. The respondents have the right to decide whether to respond to questionnaire or not. As a result, declaration of the purpose was made, and the consent of the respondents was sought. To ensure confidentiality as well as anonymity of responses, names and identity of respondents were not disclosed. The researcher tried as much as possible to report every view of the respondents without imposing personal biases in the interpretation of the data.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of the study was to investigate the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana. The chapter provides readers with insights into the empirical findings of the study and links their relationship with literature. The study sampled 100 teachers from the various public basic schools in the district, however, the study had 100% response rate. Graphical methods such as tables, figure and system analysis were used in presenting the results. Data have been organised, presented and discussed under the following themes:

1. Demographic data of respondents
2. Level of teacher motivation in basic schools at Bodi District.
3. Level of teacher job satisfaction in basic schools at Bodi District.
4. Relationship between teacher motivation and job satisfaction in basic schools at Bodi District.

4.2 Demographic Data of the Study

In this section, the researcher provides data on the demographic characteristics of the respondents. The demographic features of the respondents entail gender, educational background, age and level of experience in accordance with the constructive questionnaire for the study. The respondents' background help generate confidence in the reliability of data collected and eventually in the findings of the study. Anokye and

Afrane (2012) opined that, it is always important to have a fair idea of the respondents so as to situate the responses within context. These characteristics were important in explaining respondents' opinions with regards to teachers' motivation

4.2.1 Sex of Respondents

The researcher enquired about respondents' age. Responses registered by the selected respondents have been presented in Figure 4.1. The gender description the study showed that both sexes participated and provided information.

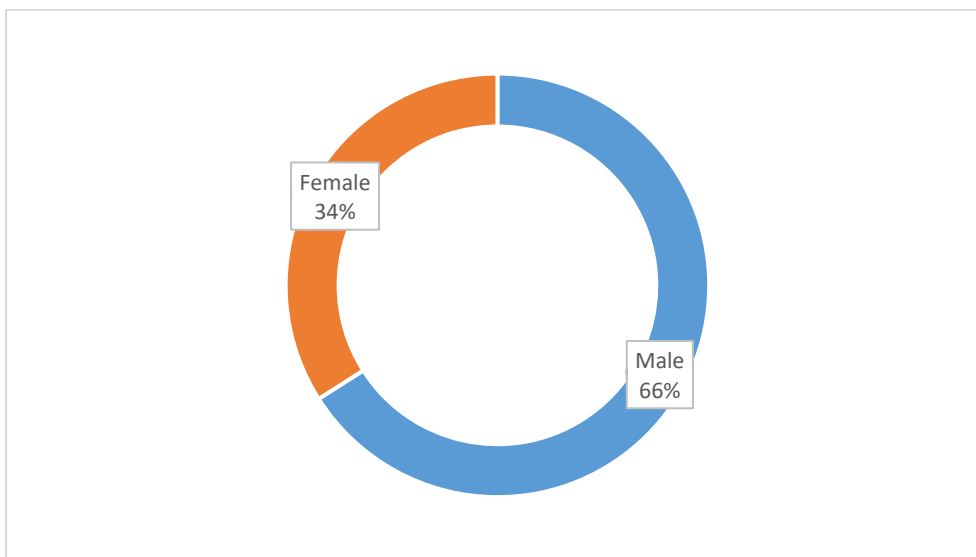


Figure 4.1: Sex distribution of Respondents

Source: Researcher's Field work, 2020

The study revealed that there was high disparity between the male and female staff on roll in the schools. This is because as many as sixty-six (66) of the respondents were males, while thirty-four (34) were females. This shows that the proportion of male teachers who participated in the study was higher compared to that of female teachers. The figure clearly shows disparity between male and female teaching staff of the schools under study. From the findings of the study, it can be said that there are many male teachers in public basic schools in Bodi District.

4.2.2 Age Distribution of Respondents

Accordingly, the respondents were asked to indicate their age. The age of the teachers were categorized in five years-intervals in order to isolate the particular age range that produced the majority of the respondents as shown in Table 4.1.

Table 4.1: Age of Respondents

Age (years)	Frequency	Percentage (%)
20-25	10	10
26-30	17	17
31-35	27	27
36-40	22	22
41-45	11	11
46-50	8	8
Above 50	5	5
Total	100	100

Source: Researcher's Field work, 2020

From Table 4.1, the study found that 10% of respondents were aged between 20 to 25 years, 17% of respondents aged between 26 to 30 and 27% represented the respondents aged between 31 to 35 years. Again, 25% of respondents were between 36 to 40 years whilst 11% of respondents were between 41 to 45 years. Apart from that, 8% represented respondents aged between 46 to 50 years and 5% were over 50 years. It is realised that most of the respondents were in their youthful age considering the statutory pension age of public sector workers in the country. This could be attributed to the rapid expansion of basic and senior high school enrolments and/or higher rates of teacher attrition (Bennell & Mukyanuzi, 2005). The results also indicated that most teachers were adult who have responsibility to care of their families, hence, they need better motivation in order to improve performance of education as well as enjoying their teaching profession.

4.2.3 Respondents' Educational Level

The educational status describes the educational background of respondents in the study area. The outcome of the analysis of the respondents' educational attainment is presented in Figure 4.2.

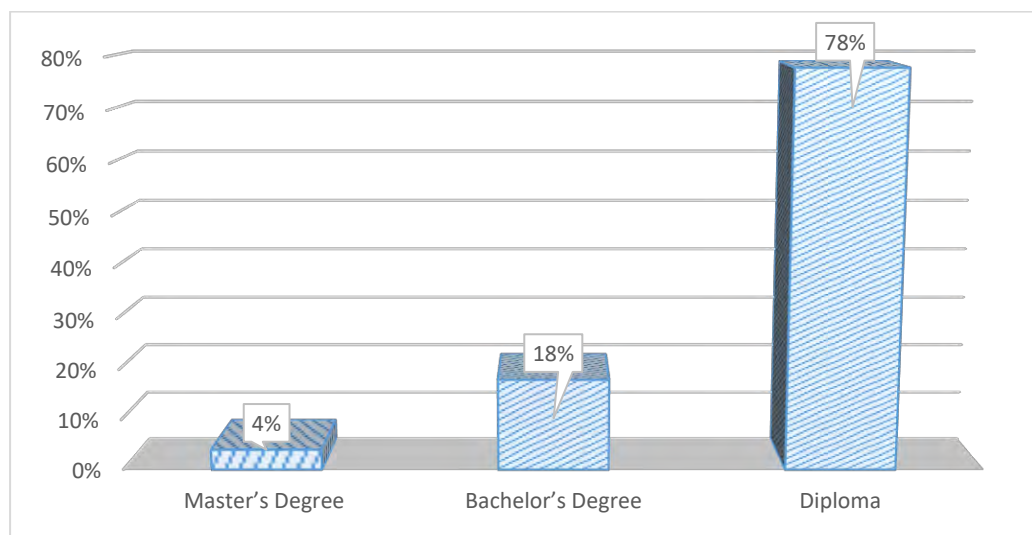


Figure 4.2: Distribution of Respondents by Highest Level of Education

Source: Researcher's Field work, 2020

The results show that 18% of the respondents were Bachelor's degree holders while 78% were Diploma holders. According to the figure, 4% of the respondents were Master's degree holders. The results indicate that majority of the respondents have had diploma in education. This means that almost all teachers meet the basic requirement for teaching in primary and junior high schools in Ghana according to GES policy and would therefore be expected to be more satisfied with their jobs and perform their duties effectively and efficiently. According to Akiri and Ugborugbo (2011), attainments of Bachelor degree and beyond tend to lead to a mismatch between teachers expectations and professional realities. Teachers tend to improve their knowledge through higher educational attainment hoping that their efforts would be recognized by their employers through promotion and appointment to posts of responsibilities. However, they are not

recognized after their career attainment leading to dissatisfaction in the job. This dissatisfaction makes these teachers to move out of the teaching profession whenever chances occur.

4.2.4 Number of Years Worked

This section describes the number of years' respondents have served in the teaching sector. For the purposes of this study, the responses were categorized into six groups.

Table 4.2: Respondents' Years of Experience

Age (years)	Frequency	Percentage (%)
1-5	16	16
6-10	25	25
11-15	21	21
16-20	20	20
21-25	11	11
Above 25	7	7
Total	100	100

Source: Researcher's Field work, 2020

Table 4.2 shows that 16% of the respondents indicated that they had taught for a period between 1 and 5 years, 25% of the respondents had taught for a period between 6-10 years, 21% had taught for a period between 11-15 years and 20% had taught for a period between 16-20 years. Also, 11% of the respondents had been in service for 21 to 25 years whilst 7% had been in service for 25 years and above. The respondents' extensive number of years as teacher implies that they have accrued a lot of experience. Conversely, Wanbasi (2015) argued that teachers' years of experience are significantly negatively related to teachers' career satisfaction. This can be attributed to the fact that the longer one works, the higher the financial responsibilities expectations of friends and family members. This disagrees with the study by Nagy and Davis (2010) who

found that teachers with more years of experience tend to be more motivated and satisfied than those who are less experienced.

Research Question 1: What is the Level of Teacher Motivation in Basic Schools at Bodi District in the Western North Region of Ghana?

This was the first objective of the study. Here, the researcher sought to present data on the level of teacher motivation in basic schools at Bodi District in the Western North Region of Ghana. In this section the data was presented and summarized using means and standard deviations.

Table 4.3: Level of Teacher Motivation

Statement	Response (N %)					Mean	SD
	5	4	3	2	1		
The amount of salary received at the end of the month is adequate	-	-	8	24	68	1.40	.474
Incentives are available in my school.	-	7	5	47	41	1.78	.456
There is cordial relationship with my supervisors.	27	31	17	16	9	3.51	1.002
My head gives recognition to my work done.	26	40	12	22	-	3.70	.953
There is quality of supervision in my school.	20	55	-	18	7	3.63	.701
My school has adequate Teaching and Learning Materials (TLMs).	-	18	25	36	21	2.40	.754
My teaching workload is high	12	12	16	32	28	2.48	1.035
I receive job description from my head	18	46	14	17	5	3.55	.789
My head treat teachers fairly.	24	38	15	12	11	3.52	.596
There is promotional opportunities in the school	22	41	11	20	6	3.53	1.028
The working conditions in my school is attractive	-	-	15	62	23	1.92	.488
There is training and development opportunities in my school	12	10	19	31	28	2.47	1.011
There is participatory decision making in my school	8	42	42	8	-	3.50	.512
Aggregate mean	2.88						

Source: Researcher's Field work, 2020

From Table 4.3, the respondents disagreed that the amount of salary received at the end of the month is adequate. The statement had the lowest mean score (1.40) with a moderate standard deviation value that indicated the variations in the responses from the mean. It is evident that the respondents were being paid at the end of every month but that pay was not enough for a better standard of living and work life. This is an indication that teachers perceived a very low level of motivation from the amount of salary received at the end of the month. This finding is in agreement with the study by Dehaloo (2011) that teachers are not paid fairly, their income does not keep pace with inflation and the salary packages are perceived as not being commensurate with the amount of work done and there is lack of salary adjustments for improved academic qualifications which has negatively affected the motivation of teachers. This finding affirmed the study by Maicibi (2003) that salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions.

Table 4.3 reveals that the respondents disagreed to the statement “incentives are available in my school”. It had a mean score of 1.78 which is among the lowest and had the lowest standard deviation value pointing that there were clear convergence in the responses. This means teachers do not receive additional payments above their basic salary like duty, overload and overtime tokens and profit oriented pays in the schools which psychologically influence their behavior and attitude toward their work, colleagues and the organization (Nzuve, 2010). This finding is consistent with a previous study by Dartey-Baah (2010) that incentives do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances. From Table 4.3, teachers’ cordial

relationship with their supervisors was scored above average level of motivation which shows that the respondents agreed to the statement with a mean score of 3.51, an indication that supervisors set a respectful tone for interaction with their subordinate. Supervision promotes teachers' abilities and potential in a right direction. When there is a friendly atmosphere between supervisors and subordinates, it elicits trust. From this, teachers may develop a habit of reflection towards supervisors which can positively affect their level of motivation.

Also, with regards to the statements "my head gives recognition to my work done" and "there is quality of supervision in my school" had the highest mean score of 3.70 and 3.63 respectively. This shows that the respondents agreed to these highly (first and second) ranked statements. It could be deduced that teachers felt appreciated by supervisors informing them that they are doing a good job. Such practices definitely must inspire and motivate teachers and other subordinates to give out their best. It is found in a study that supervisors contribute to high or low morale of teachers in school environment (Maicibi, 2003). This finding suggests that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement. This is in line with the outcome of Blasé and Blasé (2014) study, who posited that the level of teacher motivation increases with the recognition and positive feedback received at school. They further mentioned that recognition has a positive impact on teacher motivation, self-esteem, confidence and sense of security. A revelation that resonates with Flippo (2011) position that employees have a need for recognition, which contributes to a state of meaningful job.

Table 4.3 further revealed that the respondents disagreed that the schools have adequate teaching and learning materials with a mean score of 2.40. This shows that the teaching and learning materials available in the schools are inadequate for effective teaching and

learning process. The results imply that the inadequacy of TLMs make teaching a very stressful and tiring job. These materials are important resources in teaching and learning because they help in enhancing clarity of content and they give the learners and the teachers a wider scope. It is possible that teachers also overlook the importance of the TLMs, they perhaps rely more on their knowledge in the teaching process which may bring about uninspiring teaching method. Lyons (2012) asserts on the importance of instructional materials in the teaching learning process as facilitates learning of abstract concepts and ideas and discourage rote learning and helps to stimulate and motivate learners and teachers. This is seen to confirm the work of Nicholls (2000) that exclusively oral teaching cannot be the key to successful pedagogy but to make the teaching learning process interesting and inspiring to both the teacher and the student, the teacher has to use instructional materials.

From Table 4.3, the statement “my teaching workload is high” scored below average (2.48) indicating that the respondents disagreed to the statement and a standard deviation pointing that there were outliers and clear disparity in the responses while the statement “I receive job description from my head” had a mean score of 3.55 indicating that the respondents agreed to the statement. It can be said of this results that the workload at the various schools were not so cumbersome for the teachers to handle. This shows that the teachers were familiar with the tasks at hand. Regardless of the variations in responses, teachers perceived a fairly high level of motivation from headteachers and recognized the impact of their influence in enhancing teacher commitment. The table further reveals that the respondents agreed that the head teachers treat teachers fairly with a mean score of 3.52. Head teachers openness and sincerity in dealing with their subordinate teachers led to teachers accepting their vision of what could be achieved academically. When leaders are open and sincere, it also

elicits trust from their followers. It can be concluded that headteachers who serve as role models also inspire and motivate their teachers. This supported the previous research that inspirational motivation is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization (Northouse, 2004).

Again, from Table 4.3, the statement “there is promotional opportunities in the school” had a mean score (3.53) above average indicating that the respondents agreed to the statement except that the standard deviation value (1.028) depicted that there was a great variation in the responses of the respondents. This shows that there is the probability that teachers will be promoted in the schools, but the basis and the fairness of such promotions is uncertain. This therefore means that teachers are of the view that promotion is a strong factor that motivates them and teachers should be promoted when they are due for promotion. The findings of the study is in line with Aryeetey (2011) who postulates that many people experience motivation when they believe that their future prospects are good and may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. From Table 4.3, the respondents disagreed that the working conditions in the school is attractive. It had a mean score of 1.92 indicating that the conditions are not conducive and friendly to the workforce. This implies that most of the schools either did not have adequate facilities or the facilities were dilapidated. This study points out that most schools lacked the necessary facilities and equipment that would promote teacher motivation and holistic development of students. This is in line with the finding of a study by Ngome (2002) that most public basic schools supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, and others that were iron-sheet walled and roofed. In such classrooms, temperatures went

very high or very low, ventilation was inadequate, dust was a problem and pupils were easily distracted and most of these classrooms were also congested. He further concluded that these poor conditions have led to low morale among teachers.

Moreover, Table 4.3 reveals that the respondents disagreed to the statement “there is training and development opportunities in my school”. This shows a low level of teacher motivation as the mean score (2.47) is slightly below average. It could be deduced that teachers were hardly provided with opportunities for further training even when they had applied for further training at their own expenses. Lack of professional development opportunities in the schools will to a large extent affect teacher’s status and consequently affect their motivation to perform. This result is in agreement with the study by Gakii (2009) who found that professional development opportunities are not readily available in schools. He stated that lack of teacher training and development opportunities in schools lowers teachers’ morale to teach. He further mentioned that training and development of teachers must not be down played. These findings corroborate a study on teachers’ motivation by Opare (2011) that teachers who had attended the trainings on special education programs were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent.

Furthermore, data presented on Table 4.3 shows that respondents agreed to the statement that teachers participate in decision making in the schools which had a mean score of 3.50. The results show that respondents in the schools take part in decision-making. This implies that teachers participating in decision making motivate them to give their best since they feel involve in any policy making by their school management. The kind of

management styles employed in a school may certainly affect the ease with which teachers may be motivated or demotivated. Once teachers are involved in any decision made upon them could be as a stimuli to motivate them. This finding is in disagreement with the finding of Bennell (2013) who found that there was lack of involvement of teachers in decision making in his study. According to the researcher, teachers were not consulted in education policy making, student enrolment has tended to be supply-led for no consideration was made to available infrastructure including teachers and lack of policy intent to develop teachers.

In summary, the general response based on the aggregate mean from Table 4.3 indicates a low level of teacher motivation in the sampled schools in the district. The level of teacher motivation had an aggregate mean of 2.88 which is slightly below average. This implies that the morale of teachers towards work in Bodi District is fairly low. The results support the study of Moleni and Ndalama (2004) on Teacher Absenteeism and Attrition in Malawi that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. The study summarizes that poor teacher motivation result to an increase teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in Malawi. The results disagree with the study by Manderu (2005) on the impact of motivation in Tanzania, Mozambique, Kenya and Uganda, that the morale among teachers is surprisingly high. It also contradicts a survey in Ghana by Gakii (2009), who concluded that teacher morale is reasonably high. According to the researcher, only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one third stated that they did not intend to remain in the teaching profession.

Research Question 2: What is the Level of Teacher Job Satisfaction in Basic Schools at Bodi District in the Western North Region of Ghana?

This section sought to present the results of the second research question. Here, the researcher sought to assess the level of teacher job satisfaction in basic schools at Bodi District in the Western North Region of Ghana. In this section the data was presented and summarized using means and standard deviations.

Table 4.4: Level of Teacher Job Satisfaction

Statement	Response (N %)					Mean	SD
	5	4	3	2	1		
I feel I am being paid a fair amount for the work I do.	-	-	10	25	65	1.45	.451
There are other fringe benefits I receive in my school.	-	-	25	41	34	1.91	.476
There is transparency in my school.	41	30	8	14	7	3.84	.712
There is cordial relationship among colleague teachers in my school.	-	16	12	42	30	2.14	.633
There is a social relationship among parents and teachers in my school.	10	12	21	29	28	2.47	.814
My expectations are met in my school.	-	20	20	38	22	2.38	.563
I receive support from the head of my school	42	22	14	17	5	3.79	.722
I receive support from my colleague teachers in the school	28	38	13	12	9	3.64	.758
There is a team work in my school	26	37	11	18	8	3.55	.827
The school environment is conducive	-	6	30	32	32	2.08	.499
There is a proper channel of communication in the school	24	33	20	15	8	3.50	1.011
My views are respected in the school	28	44	10	12	6	3.76	.725
The rate of teachers' personal growth in my school is impressive.	4	14	-	62	20	2.20	.704
Aggregate mean	2.82						

Source: Researcher's Field work, 2020

From Table 4.4, the respondents were not satisfied with the statement "I feel I am being paid a fair amount for the work I do". The statement had the lowest mean score (1.45) with a low standard deviation value that indicated the variations in the responses from the mean. It can be seen from the results that the teachers are not satisfied with the

evaluation of their pay as compared with their colleagues working elsewhere in the public sector. Job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and clearly, the teachers feel that they are not being paid a fair amount of money for the work that they do. Thus, it can generally be understood to mean that salary/remuneration do not satisfy the teachers. This is consistent with the finding of Mhozya (2007), who explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary. The finding also agrees with Ingolo (2013) that one of the reasons for teachers' dissatisfaction was low salary, and Klassen and Chiu (2010) reported that teachers with higher salaries had higher level of job satisfaction. This also supports the study by Perrachione, Rosser and Petersen (2007) among teachers on whether they would leave the profession, nearly half indicated that they "certainly would" leave teaching because of low salary. Table 4.4 reveals that the respondents were not satisfied with the statement "there are other fringe benefits I receive in my school". It had a weak mean score of 1.91 which is among the lowest. This means there is low level of satisfaction in the fringe benefits that the teachers receive in their various schools. From the mean values, it is evident that respondents were all very dissatisfied with their pay and the fringe benefits given when they compared themselves with others with similar qualifications and experience in other establishments. Studies carried out by equity and expectancy theorists have indicated that "worker inputs and pay" are the most dissatisfying factors when it comes to job satisfaction (Armstrong, 2005).

From Table 4.4, the statement "there is transparency in my school" scored above average level of motivation (3.84) which shows that the respondents were satisfied with the nature of transparency in their various schools, an indication that supervisors value accountability in the administration of the schools. This is consistent with a study by

Bass and Avolio (1994) that transparency builds trust, satisfaction and respect in followers and provides the basis for accepting radical and fundamental changes in the ways individuals and organizations do their work. With regards to the statements “there is cordial relationship among colleague teachers in my school” and “there is a social relationship among parents and teachers in my school” were scored below average (2.14 and 2.47 respectively). It was also evident from the responses that, there was a wide disparity in the responses as shown by the respective standard deviation values. This indicates that the relationship among colleague teachers in the schools was unsatisfactory as well as the relationship among teachers and parents of students. It could be deduced that teachers’ personal characteristics and perceptions of their role affected the relationship among them. Also, the unsatisfactory social relationship among parents and teachers could mean that parents did not interact with their children’s teachers concerning their school issue and refused to follow-up on their academic performance.

Again, Table 4.4 further revealed that the statement “my expectations are met in my school” had a mean score of 2.38, indicating that the respondents were not satisfied with the statement. Teachers enter the profession with skills, abilities, qualifications and experience for which they expect to be rewarded adequately based on these qualities. According to Ololube (2008), when teachers are fairly rewarded based on these capabilities they will be satisfied but when they perceive that their reward is below expectation, they will be dissatisfied. Therefore, it can be concluded that the expectations of the teachers were not met which has contributed to the low level of teacher job satisfaction in basic schools.

Moreover, From Table 4.4, the statements “I receive support from the head of my school”, “I receive support from my colleague teachers in the school” and “there is a

team work in my school” were scored above average with mean scores of 3.79, 3.64 and 3.55 respectively. This indicates that the respondents were satisfied with the statements and the standard deviations pointing that there were outliers and clear disparity in the responses. This implies that the teachers had the support and encouragement of both colleague teachers and headmasters. This suggests that the headteachers were able to create opportunities for teachers to learn from each other, encourage each other through lesson collaborations, amongst others and help teachers find new ways of looking at problems. This perhaps explains the significant level of satisfaction in the kind of support received from teachers and headmasters. This finding is consistent with a previous study that collaborative practice inspires team spirit and consequently leads to greater motivation and enhanced individual satisfaction (Yukl, 2010) as well as that of Griffith (2004) that transformational leadership is effective in schools by fostering higher levels of satisfaction, extra effort and motivation.

Furthermore, From Table 4.4, the statement “the school environment is conducive” scored below average level of satisfaction (2.04) which shows that the respondents were not satisfied with the school environment. It can be said that teachers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Poor working conditions such as inadequate space, lack of facilities, noisy and uncomfortable surrounding will make the workers dissatisfied with their work. This finding is in line with the study by Bennell, Bulwani and Musikanga (2004), who found that school environment had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support. The finding also agrees with a study by Munguyu (2008), that work environment such as high enrolment, over-stretching of physical facilities and learning resources attributed to FPE, affected teachers’ job satisfaction. Teachers were highly

dissatisfied with the high number of pupils they had in the class. The findings of the study which found that the teachers were not satisfied with the school environment agree with Luthans (2008) who found in his study that school environment is a factor that has a modest effect on job satisfaction as according to him a clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction.

Again, from Table 4.4, the statement “there is a proper channel of communication in the school” scored above average level of satisfaction (3.50) which shows that the respondents were satisfied with the statement except that the standard deviation value (1.011) depicted that there was a great variation in the responses of the respondents. The results imply that the schools have a channel of communication which is satisfactory to the teachers. The table also shows that the respondents were satisfied with the statement “my views are respected in the school” which had a mean score of 3.76. This means that teachers were given freedom to provide input with regard to the schools’ objectives and standards. This finding disagree with the study by Naderi (2012) who found that the level of satisfaction of teachers in their workplace was low because they claimed that they do not have freedom to make inputs and not recognized for good performances.

As indicated in Table 4.4, the rate of personal growth among teachers in this study was not impressive. The statement was scored below average with a mean score of 2.2, indicating that majority of respondents noted that they were not satisfied with the rate of their personal growth within the teaching field. From the result, one can conclude that the personal growth of teachers is not satisfying. The findings of the study that the teachers are not satisfied with the rate of their personal growth is in line with Luthans (2008) who postulates that many people experience satisfaction when they believe that

their future prospects are good and may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment.

In summary, the general response based on the aggregate mean from Table 4.4 indicates a low level of teacher job satisfaction in the sampled schools in the district. The level of teacher job satisfaction had an aggregate mean of 2.82 which is slightly below average. This implies that the job satisfaction among basic school teachers in Bodi District is fairly low. This finding supports the findings of Seniwoliba (2013) on teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. The findings of teachers' level of satisfaction with regards to the mean scores showed that teachers were very dissatisfied with medical allowances (1.91). They were also dissatisfied with incentives (2.19), future pension benefits (2.49), and opportunities for growth (2.66), salary (2.76), work conditions (2.80) and advancement (2.87). The finding is also consistent with the study by Wilson (2010). His research findings were that the key factors affecting job satisfaction were personal expectations, career opportunities, job influence, team and job challenge.

Hypothesis: Statistically Significant Relationship between Teacher Motivation and Job Satisfaction

In this section, the researcher sought to establish if there is any correlation between teacher motivation and job satisfaction. Pearson correlation was conducted to test the hypotheses because it involves a relationship between two variables that is motivation and job satisfaction. A correlation table was presented to show the results in Table 4.5.

Table 4.5: Relationship between Teacher Motivation and Job Satisfaction

		Teacher Motivation	Job Satisfaction
Teacher classroom effectiveness	Pearson Correlation	1	.572**
	Sig. (2-tailed)		.000
	N	100	100
Student Academic performance	Pearson Correlation	.572**	1
	Sig. (2-tailed)	.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's Field work, 2020

Table 4.5 shows inter-correlation matrix of teacher motivation and job satisfaction. The correlation produced a coefficient of 0.572 and a significance value of 0.000 between teacher motivation and job satisfaction. This correlation was significant at the 0.01 level. The results in Table 4.5 indicate that there is a statistically significant positive relationship between motivation and job satisfaction among teachers ($r(100) = .572, p < 0.01$). The implication is that the more motivated teachers are, the more satisfied they are and vice versa. This therefore supports the hypothesis that there is a statistically significant relationship between teacher motivation and job satisfaction. Given the magnitude of the correlation coefficients, this relationship is moderate to strong. These findings imply that motivation relates to job satisfaction of teachers: the more motivated teachers are the more satisfied they are and vice versa. Thus, the provision of the internal and external needs of teachers serves as a catalyst that triggers their satisfaction on their jobs. Again, the perceived satisfaction of teachers on their job also triggers their internal and external needs. The findings agree with the findings of Nyarko, Twumwaa and Adentwi (2014) that significant and positive relationship between motivation and job satisfaction among teachers, thus supporting the stated hypothesis. The significant positive relationship confirms the study conducted by Ubom (2011) who found that

motivation was strongly correlated with teachers' job satisfaction. The teachers were dissatisfied and therefore were not willing to work because of the delay in the payment of their salaries. He also found that prompt payment of salaries induced greater commitment to teaching. The study by Peretomode (1991) also found a high correlation between motivation and job satisfaction. According to Hadebe (2001), the relationship between Work Motivation and Job Satisfaction directly influences a person's feelings and behavior on the job. Similarly, Nadim, Chaudhry, Kalyar and Riaz (2012) have indicated that motivation plays an important role in increasing the job satisfaction which in turn helps to increase organizational performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section of the study presents the summary of the study which includes the summary of the results, presentation of a conclusion based on the findings and a few recommendations.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana. The descriptive survey design was used for the study. The population of the study was all the teachers in basic schools at Bodi District. Purposive sampling technique was used to select one hundred teachers for the study. Questionnaire was the main instrument used for the study. The data were statistically analysed using means, standard deviations and Pearson Product Correlation Coefficient.

5.2.1 Summary of Findings

The findings of the study are summarised below:

1. On the level of teacher motivation in basic schools, the findings revealed that the level of motivation among teachers in the district was low. The study brought to light that the inadequacy of salary and incentives, teaching and learning materials, training and development opportunities and the poor working conditions in the various schools were the major factors contributing to low teacher motivation in the district.
2. On the level of teacher job satisfaction in basic schools, the study revealed that job satisfaction among teachers in the district was low. The findings indicated that

teachers were dissatisfied with the relationship among parents and teachers, personal expectations and growth, school environment, fringe benefits and salary.

3. On the relationship between teacher motivation and job satisfaction in basic schools, the findings indicated a statistically significant, moderate and positive relationship between motivation and job satisfaction among teachers.

5.3 Conclusions of the Study

Based on the finding that the level of motivation among teachers was low, it can be concluded that the low level of motivation disempower the teachers to fully embrace quality instructional delivery and academic achievement in the basic educational system. This low motivation among teachers has however, translated into low job satisfaction among the teachers in the schools. This establishes that to get the best from teachers, we need to give them the best. Their motivation is a pillar of their satisfaction in their trade, which also has a positive implication on their subjects: students. It can therefore be concluded that, teacher motivation is very important to the success of the educational system and also relates very highly to job satisfaction.

5.4 Recommendations

Based on the findings of the study, the following recommendations are worth considering:

1. Given that there is low level of motivation among teachers, the government should collaborate with the GES to make these issues policy priorities. Thus, motivational programs and packages should be put in place for schools' managers, teachers and students so as to encourage them and maintain their focus on their roles and contribution towards effective and efficient educational system.

2. The findings show that there is low level of teacher job satisfaction, it is recommended that education should be given to empower not only the teachers that are concerned with classroom work but also every member of the school leadership so as to awaken and enhance teachers' creativity that will promote teachers' job satisfaction. In giving such education, media houses should continue to play their roles. Teachers should also be given in-service training to enhance their pedagogical skills and increase their knowledge.
3. The study found that, teacher motivation is very important to the success of the educational system and also relates very highly to job satisfaction. Thus, the government should allocate more funds to equip facilities in schools which are either inadequate or completely lacking, also more funds should be allocated to equip schools with resource persons, field trips and excursions, internet facilities and recreational facilities, to avert charging parents' levies for these resources. Also, specific subject rooms like science rooms including laboratories should be equipped to enhance effective teaching and learning.

5.5 Suggestions for Further Studies

Based on the conclusions and recommendations of the study, the researcher suggests that:

1. The study was confined to the Bodi District in the Western North Region of Ghana, further studies can be conducted in other districts to confirm or refute the findings of this study.
2. Further studies can also consider more demographic data to explore the relationship between other teacher characteristics and job satisfaction, such as teaching subject, gender, and education background.

3. This study involved only teachers, further research could include heads of schools to examine the role of motivation in teacher's job satisfaction in basic schools.



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APPENDICES

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS
DEPARTMENT OF EDUCATIONAL LEADERSHIP
MOTIVATION AND JOB SATISFACTION QUESTIONNAIRE FOR
TEACHERS

The purpose of this questionnaire is to gather information to conduct a research on **the influence of motivation on job satisfaction among teachers in the basic schools at Bodi District in the Western North Region of Ghana**. Your response will be treated strictly confidential. Please tick appropriately in box [√] corresponding to your choices.

SECTION A: Background Information

1. Gender?

a. Male []

b. Female []

2. Age of respondent (in years)

a. 20-25 []

b. 26-30 []

c. 31-35 []

d. 36-40 []

e. 41-45 []

f. 46-50 []

g. 51-55 []

h. 56 and above []

3. What is your highest academic qualification??

a. Master's Degree []

b. Bachelor's Degree []

c. Diploma []

e. Others (specify)

4. How many years of teaching experience do you have?

a. Less than a year []

b. 1 – 5 years []

c. 6 – 10 years []

d. 11–15

years []

e. 16 – 20 years []

f. 21 – 25 years []

d. Above 25 years []

SECTION B

Teacher Motivation

The following items provide a description of the level of teacher motivation in the basic schools. Please, respond to the statements by ticking [√] on the 5-point Likert-type scale using the following keys: **5=Strongly Agree**, **4= Agree**, **3=Neutral**, **2=Disagree**, **1=Strongly Disagree**, as sincere as possibly

No.	Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
5.	The amount of salary received at the end of the month is adequate					
6.	Incentives are available in my school					
7.	There is cordial relationship with my supervisors					
8.	My head gives recognition to my work done.					
9.	There is quality of supervision in my school					
10.	My teaching workload is high.					
11.	My head treat teachers fairly					
12.	I receive Job description from my head					

13.	My school has Teaching and Learning Materials (TLMs)					
14.	There is promotional opportunities in the school					
15.	The working conditions in my school is attractive					
16.	There is training and development opportunities in my school					
17.	There is Participatory decision making in my school					



SECTION C**Job Satisfaction**

The following items provide a description of the level of teacher job satisfaction in the basic schools. Please, respond to the statements by ticking [√] on the 5-point Likert-type scale using the following keys: **5= Very Satisfied, 4= Satisfied, 3=Neutral, 2= Dissatisfied, 1=Strongly Dissatisfied**, as sincere as possibly

No.	Statements	Very Satisfied 5	Satisfied 4	Neutral 3	Dissatisfied 2	Strongly Dissatisfied 1
18.	My salary is paid on time.					
19.	There is transparency in my school					
20.	There is cordial relationship among colleague teachers in my school					
21.	My expectations are met in my school					
22.	There are other fringe benefits I receive in my school					
23.	There is a social relationship among parents and teachers in my school					

24.	I receive support from the head of my school					
25.	The school environment is conducive					
26.	I receive support from my colleague teachers in the school					
27.	There is a team work in my school					
28.	There is a proper channel of communication in the school					
29.	The society recognizes my work done					
30.	My views and opinion are respected in the school					

Thank you for your participation