

UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF MOTIVATION ON TEACHER EFFECTIVENESS IN BASIC  
SCHOOLS AT AHAFO-ANO SOUTH EAST DISTRICT OF THE ASHANTI REGION



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Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirement  
for award of Master of Arts (Educational Leadership) degree**

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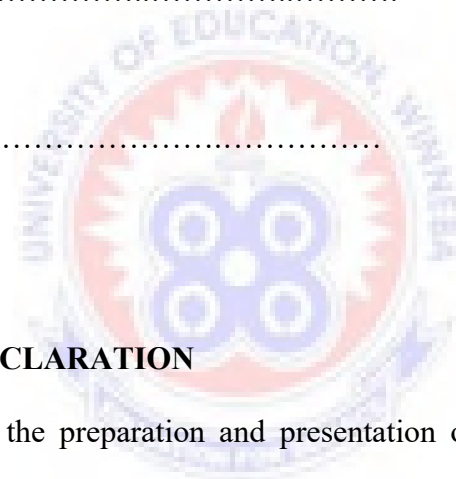
## DECLARATION

### STUDENT'S DECLARATION

I, RITA MENSAH, 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.

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### SUPERVISOR'S DECLARATION

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

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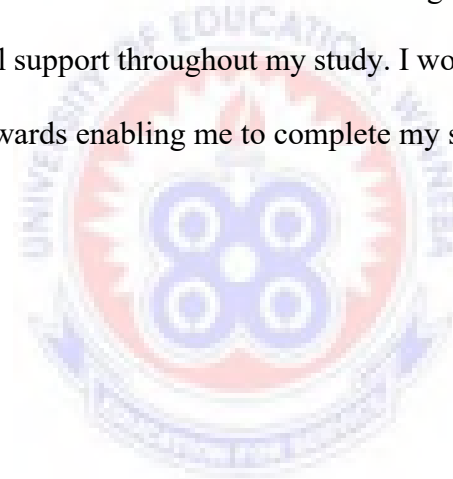
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## **DEDICATION**

To my son; Hanson Nartey and my late mother in-law; Caroline Tagoe.



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## ABSTRACT

The study investigated the influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District of the Ashanti Region. Specifically, the study sought to identify existing motivational tool mostly used in basic schools, find out the effectiveness of teachers in basic schools, suggest strategies to improve teacher motivation and established whether there is statistically significant influence of motivation on teacher effectiveness. Descriptive survey design was used. The study involved basic school teachers. Purposive sampling technique was used to select teachers and public basic schools. Data were collected from 75 teachers using questionnaire. The pilot test yielded reliability coefficient of 0.75. The data were analysed using frequencies and percentages, mean and standard deviation and simple regression. Findings revealed that promotional opportunities, opportunity for advancement and job security, heads appreciate the work of the teachers, working conditions and the existence of good working relationships with superiors were the most motivational tools that existed in basic schools. The study found statistically significant influence of teacher motivation on teacher effectiveness. The Ahafo-Ano South East District Directorate should increase the use of motivational tools existing in basic schools to increase teachers performance. It was again recommended that headteachers need to reinforce the use of motivational tools to boost the morale of teachers to give of their best to students

## CHAPER ONE

### INTRODUCTION

#### 1.1 Backgrounds to the Study

The term motivation derives from the Latin movere," to move." It is virtually impossible to determine a person's motivation until that person behaves or literally moves. By observing what someone says or does in a given situation, one can draw reasonable inferences about his or her underlying motivation. As it is used here, the term motivation refers to the psychological process that gives behavior purpose and direction. By appealing to this process, managers (motivators) attempt to get individuals to willingly pursue organisational objectives. Motivation is a psychological force within an individual that sets him in motion for achievement of certain goals or satisfaction of certain needs. Psychologists believe that if we can identify what motivates a person, we can understand the person. It is the energy that gives them the strength to get up and keep going even when things are not going their way. Motivation is a term that refers to a process that elicits, controls, and sustains certain behaviours. It is a group phenomenon which affects the nature of an individual's behaviour, the strength of the behaviour, and the persistence of the behaviour

To understand the critical importance of teachers in the school set ups is to recognize that the human element and the organisation are synonymous. A well-managed school usually sees an average teacher as the root source of quality and productivity gains. Such organisation does not look to capital investment, but to employees, as the fundamental source of improvement. The issue of teacher motivation is important because of its correlation with the quality of education (Javaid, 2009). Provision of quality education is

essential for spearheading the socio-economic development. Indeed, many writers have observed that quality education is the most effective way to shape the values, attitudes, behaviours and skills which are important for individuals to function productively in an integrated society. Government of Ghana has a responsibility to ensure that teachers perform to the best of their abilities.

Teachers are important instrument in education. According to UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system (Acheampong & Furlong, 2000; Anamuah-Mensah, Mereku & Ghartey-Ampiah, 2008). They can influence the teaching-learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Akyeampong, 2002; Onocha, 2002).

Teachers are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is the need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives (Anamuah-Mensah, & Mereku, 2005). Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines

the quality of learning/instructions that will be given to learners (Akyeampong, Pryor & Gharthey, 2006).

It is worthy to note that good quality teaching and learning in education cannot be delivered without qualified and motivated teachers. This is the more reason why teachers should be motivated properly for effectiveness and efficiency in the educational and school system. Motivation serves as a catalyst in propelling good performance of teachers (Sansone & Harackiewicz, 2008). It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness (Okumbe, 2010). The motivation of teacher is, therefore, very important as it directly affects the students. Teacher motivation plays an important role in the promotion of teaching and learning excellence.

Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. When a teacher is motivated it is perceived he or she will render quality teaching (Latt, 2008). A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice and holistic development of the educational system especially the studentship (Dai & Sternberg (2004). Teachers' seriousness in teaching depends on teacher's work motivation and professional competencies (Sahertian, 2000). Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom

that result in high productivity and effectiveness in job performance and willingness to stay longer.

Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa & Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. Voluntary Service Organisation also maintained that teachers' motivation is fragile and declining. Teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002). Bennel (2004) also remarked that teachers' and other material benefits were too low for individual and household survival needs to be met in developing countries such as Ghana.

This finding also support the Education For All (EFA) report of 2005, which revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with a reasonable standard of living. Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors (Bame, 2001). More recent studies have found poor or non-implementation of conditions of service and deplorable socio-economic conditions in rural areas where most teachers work as additional factors (Cobbold, 2007). In Ghana, Seniwoliba (2013) found that teachers were dissatisfied with their pay compared to their inputs (skills, ability, and work load). They perceived inequity among themselves when they compare themselves with their colleagues

with the same qualifications, experience and responsibilities in non-teaching organisation and therefore feel unfairly treated as professional teachers.

In Ghana, Akuoko Dwumah and Wahab (2012) found that teachers level of motivation was too low and majority of the teachers joined the service because of the interest they had in teaching. Tuffour-Kwarteng (2014) revealed that the senior high school accounting teachers were not motivated by their level of salary. They perceived apparent injustice and inequity in terms of qualification and workload in determining the salary. They believed that given the economic reality, the salary was not adequate. Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In Ghana, Seniwoliba (2013) found that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave.

It has been studied many times and proven that with increased motivation result in increase in teacher effectiveness. According to Nean, (1999), Motivation and teacher effectiveness are twin concepts in organisational development. First, motivation works as the means toward attaining effectiveness as an end. Also, motivation is the best cause to reach teacher effectiveness as a favorable effect. Finally, motivation is the stimulus to trigger teacher effectiveness as a response. All these are concrete connections between the two factors that have been established from several inquiries into the subject matter. (Nean, 1999). There are two basic ways to motivate a person (Mustafa & Othman, 2010). One is through extrinsic motivation or material satisfaction (Ryan & Deci, 2000), and the other is

through intrinsic motivation or providing intangible rewards (Wigfield et al, 2004). It is in this light of issues that research study was design to investigate the influence of motivation on teacher effectiveness in basic schools at the Ahafo Ano South East District of the Ashanti Region.

## **1.2 Statement of the Problem**

Motivation is an important tool that ensures effectiveness of teachers. Unfortunately, this important tool does not seem to be used effectively by heads of the basic schools. Adequate knowledge on the application of appropriate of motivational strategies seems to be lacking by headteachers. An interaction with some teachers seem to indicate that teachers are de-motivated. Teachers hardly receive the necessary support during teaching and learning.

There is probably no recognition given to efforts teachers make in tending. A study undertaken by DFID (2007) revealed that teacher motivation was so low in Sub-Saharan Africa because salary or pay gains an overwhelming consensus that teachers are seriously underpaid and that this, more than anything else, is the key factor undermining teacher morale and motivation. Several studies revealed salary payment induced greater commitment to teaching (Kazeem, 2009). The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of teachers' and students

The questions that arise are that: what motivational tools are used by headteacher? How do the motivational tools influence teacher effectiveness? There is the need to provide answers to these and other questions and this forms the focus of the study.

### **1.3 Objectives of the Study**

The objectives of the study are to

1. Identify existing motivational tool mostly used in basic schools in Ahafo-Ano South East District of the Ashanti Region.
2. Find out the effectiveness of teachers in basic schools at Ahafo-Ano South East District of the Ashanti Region.
3. Suggest strategies to improve teacher motivation in basic schools at Ahafo-Ano South East District of the Ashanti Region.

### **1.4 Research Questions**

The following research questions were used to guide the study

1. What are the existing motivational tools mostly used in basic schools in Ahafo-Ano South East District of the Ashanti Region?
2. What are the effectiveness of teachers in basic schools at Ahafo-Ano South East District of the Ashanti Region:
3. What are the strategies to improve teacher motivation in basic schools at Ahafo-Ano South East District of the Ashanti Region?



## **Hypothesis Testing**

1. H<sub>0</sub>: There is no statistically significance influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District.

H<sub>1</sub>: There is a statistically significance influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District.

## **1.5 Significance of the Study**

The outcome of this study will enable head teachers to apply appropriate tools to enable teachers to increase their performance. The study would be helpful to educational administrators identify factor affecting teacher motivation at Basic school level so that measures could be taken to address those factors. It is an undeniable fact that the outcome of the study will go a long way to add up to the existing body of knowledge in the subject matter being studied. The study will help policy makers of education to come out with policy on the use of motivation by heads to promote teachers effectiveness.

## **1.7 Delimitation of the Study**

This study was delimited to work focused on assessing the influence of motivation on teacher effectiveness. The study was involved in basic schools. The study involved teachers and headmasters only Ahafo-Ano South East District was covered.

## **1.8 Limitations of the Study**

This study used one instrument which might have prevented respondents from providing additional information to the study. This may affect the findings of the study.

The study involved only teachers. This showed the study was limited to a smaller sample. The use of likert-scale limited respondents to only items on the questionnaire. This might have affected the validity of the findings.

### **1.9 Definition of Terms**

**Motivation:** It is the process of stimulating people to actions to accomplish the goals.

**Influence:** the power to have an effect on people or things, or a person or thing that is able to do this to achieve educational goals.

**Teacher:** a person who teaches, especially in a school.

**Effectiveness:** the degree to which something is successful in producing a desired result; success.

### **1.10 Organisation of the Study**

The study was organized in five major chapters. Chapter one covered Background to the study, statement of the problem, purpose and objectives, significance of the study, delimitation, limitations and definition of terms and organisation of the study. Chapter two was devoted to review of literature on what other researchers and authorities in the subject have written. Chapter three also presented the methodology of the study. It describes the research design, population of the study, sample and sampling techniques, instrument validity, pilot testing, data collection procedure, data analysis plan and ethical consideration. Chapter four presented results and discussion of finding of the study. Chapter five contained overview of the study summary of major findings, conclusions, recommendation and suggestion for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents review of relevant literature in an attempt to position the study in an appropriate concept. It discusses theoretical views on motivation and teacher effectiveness. This chapter also presents studies that have been done by other researchers which were considered relevant for the subject of study. The following areas were covered in the literature:

1. The concept of Motivation
2. Types of Motivation
3. Benefits of Motivation
4. Theories of Motivation
5. Teacher Motivation
6. Teacher Effectiveness
7. Perspective of Effective Teaching
8. Strategies to Improve Teacher Motivation.

#### 2.1. Concept of Motivation

The concept of motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in the direction one wants them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one that satisfies their need (Armstrong, 2007; Tracy, 2000) as cited in Ofoegbu (2004). Motivation is thought to be

responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a; 2001b, p.45). The study of motivation is concerned with why people behave in a certain way. The basic underlying question is, why do people do what they do? Motivation is described as direction and persistence of action (Mullin, 2002). It is about why people choose a particular course of action in preference to others and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems (Ingham, 2000).

According to Dembo (2004), motivation is the internal process that gives behaviour its energy and direction. These goals include ones goal, beliefs, perception and expectation. He further asserted that the individual beliefs about the causes of one's failure and success on a present task influence his/her motivation and behaviour on a future task. Motivation causes people to make choices from available alternatives about how best to allocate their energy and time. People normally tend to be more motivated in activities or relationships that offer the greatest perceived reward. For example the desire for teachers who want to win the national, regional or district best teacher award motivates them to work harder (Armstrong, 2007).

In the view of Remez (2001), motivation is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiative and gives direction,

courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his/her goals. Motivation becomes strong when one has a vision, a clear mental image of what one wants to achieve, and also a strong desire to materialize it (Dessler, 2005).

In this situation, motivation awakens and pushes one forward, toward taking action and making the vision a reality. Motivation can be applied to every action and goal. There could be motivation to study a foreign language, to get good grades at school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer. Motivation is present whenever there is a clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities (Robbins & Longton, 2003).

Motivation is one of the most important keys to success. When there is lack of motivation one gets no results, or only mediocre results, whereas when there is motivation one attains greater and better results and achievements. Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies; they will get absolutely different grades (Dessler, 2007). Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind (Mullins, 2002).

Dessler (2001) indicates that motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduce layers of hierarchy, and jettisoned large numbers of employees throughout the process. These

actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organisations have completely given up on motivation from the heart and rely instead on pay-for-performance and layoff threats. These strategies may have some effect (both positive and negative), but they do not capitalize on the employee's motivational potential (Mullins, 2006). Importance of motivation is presented next.

## **2.2. Types of Motivation**

Generally, motivation can be grouped into two, intrinsic motivation and extrinsic motivation. In doing professional duty as a teacher, motivation is very important because without motivation, the work being done will not achieve the objective and will not be done well. According to Mustafa and Othman (2010), when there is intrinsic and extrinsic motivation, teachers can always think positively, be innovative, and try to use new methods in teaching and learning.

### **2.2.1 Extrinsic Motivation**

Extrinsic motivation is caused by the expectation of external sanctions to their own behavior. It is expected to achieve a reward or avoidance of punishment or of any potential unintended consequences. In other words, the conduct is instrumental: it becomes a means to an end. For example, by obtaining an economic, social or psychological reward it can be taken to avoid unpleasant consequences (Bishay, 2006).

Extrinsic motivation depends on another, other than the acting individual. That one can perceive a behavior, or you can evaluate it according to their standards. And also has the option of providing or not the rewards or punishments. Thus, there is no guarantee that the conduct which the individual believes will lead right to the goal that promoted such

behavior. Extrinsically motivated behavior arises from incentive motivation and consequences that is contingent on the observed behavior (Chandan, 2010).

According to Aacha (2010), the effects of monetary and non-monetary rewards on motivation of teachers are enormous with professional allowances having great significance in motivating teachers to do their work effectively. Mensah (2011) cited Akintoye (2000) who made the assertion that money remains the most significant motivational strategy. Guay, Chanal, Ratelle (2010) in agreement to this indicated that teachers may be compensated through food, training, or special assistance such as shelter, transport but if they are not paid well they will not teach regularly. In agreement to this assertion, Armstrong (2010) indicated that extrinsic motivators can have an immediate and powerful effect on performance.

According to Nyarko, Twumwaa and Adentwi (2014), sufficient salary so that financial problems at home will be reduced; a more conducive room suitable for best teaching-learning outcomes; administrators keenness on the professional growth of the teachers, that who qualified for the next higher position should not be deprived of such privilege keep teachers motivated and satisfied. The rest are, teachers should be allowed to participate in seminars and workshops so that they will have a change of environment and always maintain a harmonious relationship and make sure that all the teachers are properly motivated and encouraged from time to time. Ampofo (2012) reported that extrinsic motivation such as lack of accommodation, inadequate teaching and learning materials, poor supervision by heads of Senior High Schools are the main causes of poor performance of teachers. This notwithstanding, Bishay (2006) made it clear that monetary incentives have been found to be unsuccessful in increasing motivation. However, if compensation is

irregular or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilize the education system and decreases teacher absenteeism and turnover (Harackiewicz & Hidi, 2000).

### **2.2.2 Intrinsic Motivation**

According to Green (2009), employees are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen. Managers can motivate employees by setting in motion the conditions required for motivation, namely; confidence, trust, satisfaction and creating an environment that reinforces those conditions. Green recognizes three of Herzberg's motivators as being crucial in motivating people. These are recognition, interesting work and responsibility. He says, over and above monetary reward, what people crave is praise. They need assurance that their efforts are known, valued and appreciated.

Sometimes all it takes to satisfy this deep desire is a sincere "well done", preferably delivered in front of their peers. Making people work interesting means driving away boredom because it's a great de-motivator. Make their work meaningful and you will spur them to realize their own highest potential. Intrinsic motivation is caused by the gratification derived from implementing the individual's own behavior. The behavior is expressive: it is both means and end. The realization, for example, is a challenging job for which you have the skills, means that the activity is in itself satisfactory. With intrinsically motivated behavior, the motivation comes from internal needs and the satisfaction provides spontaneous activity. The intrinsic motivation by contrast, dispenses with any externality (Self-sufficient). Therefore, the emerging theories of motivation emphasize the importance



and potential of intrinsic motivation without reinforcing means to the role of the external sanctions.

Intrinsic motivation such as, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance, Bainbridge (2013) posits that intrinsic rewards such as recognition has the potential to create role models and communicates the standards of best professional practices. Intrinsic motivation brings about great performance (Aacha, 2010). Ryan and Deci (2000) rather define intrinsic motivation as a situation whereby people undertake an activity for its inherent satisfactions rather than for some separable consequence and in another sense they argued that intrinsic motivation exists in the relation between individuals and activities.

The lower self-esteem of teachers which is caused by their work and living environment, housing problems and others is generally de-motivating (Bennell, 2004) and it is also true that the absence of High pay scale, regularity of pay, in-service training programmes, P.T.A facilities, residence for teachers in the school locality are a reason for poor motivation but the presence of these does not guarantee motivation (Herzberg, 1964). For this reason, Aacha (2010) emphasised that, for employees to perform and have better results, a token of appreciation can go a long way to motivate them. In summary, extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. The intrinsic motivators which are concerned with the “quality of working life” are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2010). Motivational strategies are presented next.

### **2.3 Benefits of Motivation**

Randhawa (2007) argues that motivation is very significant in many ways. The author suggests that the importance of motivation can be described in the following ways: performance of an individual in the organisation is very important. Motivating employees make employees give their best performance in the production process which helps in increasing productivity. Therefore, with high performance level, the organisation goals and individuals goals may be achieved. A motivated employee remains on the job for longer duration and his/her rate of absenteeism is also very low. When employees are properly motivated, they normally prefer to remain in the organization thus bringing the labour turn-over to minimum.

A motivated employee will make the best possible use of different factors of production. By this, wastage is minimised and cost is reduced. This benefits organisations. Motivation helps in satisfying individual as well as group needs of employees. This motivates them to be committed to achieving goals of organisations. When the employees are properly motivated, they are likely to use their skills and knowledge up to their maximum ability, and deliver better results. When employees are motivated, the friction among themselves and between them and management is decreased. Employee motivation can potentially improve teamwork spirit, communication and cordial co-existence at workplace (Armstrong, 2006). Types of motivation are presented next.

### **2.4 Motivational Theories**

The teacher as a human being is an “economic-man”, essentially motivated by economic or material reward. Given good rewards and appropriate motivation will enhance their productivity and performance in the school system for quality assurance to be

guaranteed (Ejiogu, 1985). Various theories of motivation have also asserted the nexus between teachers' motivation and quality assurance, job satisfaction, quality delivery, performance and positive learning outcomes. Among such motivational theories as highlighted by Obi (1997) and Okonkwo (1997) in Ndu, Ocho and Okeke (Eds.); Ejiogu (1985) and Peretomode (1991) include: Maslow hierarchy of needs theory; Herzberg motivational – hygiene theory and Equity theory. Each of these theories have laid emphasis on the importance to identify workers needs both their physiological, social, safety and psychological needs which must be highly considered, for job satisfaction and efficiency in the educational and school system.

#### **2.4.1 Maslow Hierarchy of Needs Theory**

Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession (Peretomode, 1991). The theory is also a content theory of motivation which focuses on the factors within persons that starts, energizes, direct, maintain and stop behaviour. Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that people are wanting beings, they always want more, and what they want depends on what they already have (Mullin, 2002). He postulated that human needs are arranged in a hierarchy of importance in five steps (see Fig 1).

The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan, 2005, Martin, 2001, Mullin, 2002). In work places such as in Ghanaian Senior High schools, teachers' need a decent salary to help

them to fulfil this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame, 2001). Therefore, it is more likely that senior high school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.



Figure 1: Maslow's hierarchy of needs Peretomode, (1991).

In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997). Peretomode (1991) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such

factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991).

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Physiological needs consists of the need for basic biological needs which includes the need for food, water, air, sexual gratification and other primary needs such as shelter, clothing, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy these needs but if unfulfilled then results to dissatisfaction which affects productivity and quality performance in the work place.

Safety needs emerge once the physiological needs have been achieved. This includes the need for security, safety, protection against danger and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the physical and internal events of day to day life. In the school, teachers want to have the feeling that their job is secured and accommodation also secured. When such is lacking, threatens their performance and work commitment. Peretomode (1991) observed that this need are often met in the educational institutions by granting teachers such programmes like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions. If the physiological and safety needs are satisfied, then the social needs need emerges. Social needs include the need for love, affection, companionship, acceptance and friendship, sense of belongingness in one's relationship with others. In the school, social needs of teachers are usually satisfied if informal group and teachers participation in decision making is encouraged, membership in groups also encouraged and proper delegation of duty. Once found lacking or not satisfied, affects their psychology/mental health resulting to absenteeism, poor performance, low job satisfaction and emotional breakdown. Ejiogu (1990) emphasized on the need to maintain a democratic atmosphere in the school since teacher are by and large sensitive human beings and professionals who in most cases, can do their jobs satisfactory without too much bossing. What teachers actually want is to provide a working climate that will help them do their jobs better and an opportunity for professional advancement and the satisfaction of their needs within the school organisation. When the lower needs have been satisfied then the higher need emerge as Maslow postulated.

The higher needs include: the ego or esteem needs involving the need for respect, prestige, recognition, self-esteem, status, personal sense of competence, and the self-actualization needs involving the need for growth, achievement, advancement and to fulfill one's self (Peretomode, 1991). For teachers esteem needs to be satisfied in the school will involve delegating duties to the lower rank with freedom to exercise power to an extent by high officers; recognition of teachers capabilities and competence; job title and responsibilities; performance recognition through financial benefits or merit pay, praise and commendations. The inability for teachers to fulfill the social needs amounts to the feeling of discouragement and dissatisfaction towards their job. While the fulfillment of these social needs leads to the feeling of worth, adequacy and self-confidence resulting to commitment, proper dedication to duty and increase in performance. However, to fulfill teachers self-actualization needs will entail allowing them become more and more what one is capable of becoming or creative becoming as highlighted by Ejiogu (1990). This will involve organizing staff training, retraining and development programmes through long-term and short-term courses in their respective academic areas, seminars, workshops and conferences; and scholarship awards to teachers especially those with high performances. When all the motivational needs of teachers are fulfilled, it influences their quality performance and output coupled with guaranteeing quality assurance in the educational system.

#### **2.4.2 Herzberg Motivational-Hygiene Theory**

According to Ejiogu (1990) Herzberg motivational-hygiene theory emerged as a result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants in Pittsburgh in the United States of America by Herzberg and his

associates- Mousner and Snyderman (1959). It is also one of the content theories whose basic tenet is that there is qualitative difference between those factors which relate to a person's job satisfaction and those associated with job dissatisfaction. However, Peretomode (1991) asserted that some factors which he called dissatisfies negatively influenced workers efficiency, productivity and performance in an organisation including the school; whereby the satisfiers influenced motivation and job satisfaction and such include: workers achievement, promotion (advancement) responsibility, the work itself, possibility of personal growth while factors such as workers salary, status, job security, working condition, company policy and administration, supervision, interpersonal relationships with superiors, subordinates and peers; if negatively applied caused dissatisfaction in the teachers and affected their productivity and performance. In the school, factors which can lead to job satisfaction are known as motivators or satisfiers e.g. recognition in work place, job enrichment, advancement and achievement while such factors which can lead to job dissatisfaction are known as hygiene factors e.g. company policy and administration, strict supervision, interpersonal relations and bad working conditions. Teachers should be given such motivational factors (satisfiers) that will positively influence their performance, competence and productivity which will enhance quality assurance in the educational system. When the motivational factors are present and applied in a positive direction in a job situation, employees will experience the feeling of satisfaction but if absent workers will experience dissatisfaction.

### **2.4.3 Equity Theory**

Ejiogu (1985) identified the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the main way in which a



person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. For instance, teaching is counted as a low profession in Ghana when compared with their counterparts in engineering, banking and medicine. This has affected teachers' promotion, remuneration, salary and other benefits especially in the private sector influencing negatively their work commitment, productivity and performance as a result of comparison made with other professions.

Therefore, according to the equity theorists, a person's feeling of job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he gets from the job example, his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same cadre in other places. A worker can be happy and satisfied with his pay and other benefits only if he perceives that what he is getting is fair or just in comparison with what someone else with similar backgrounds and in similar position is receiving. The equity theory further highlighted that even if a man's job satisfies his needs, he will not express satisfaction with it if he perceives some comparable job as satisfying his needs better or with less effort required. The equity theory is normally associated with pay satisfaction as the case may be. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

#### **2.4.4 Educational Implications**

The motivational theories and strategies have great implications in the educational system which includes the following:

Satisfaction of the motivational factors leads to quality performance and high productivity which enhances quality assurance in the educational system.

The motivational theories are essential for schools' administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (1990) opined that teachers' motivation provides the essential means for control and coordination of activities within a given organisation" (p.34). For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality assurance.

The motivational factors also influence teachers' job satisfaction either positively or negatively. When applied negatively in the school system causes dissatisfaction which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance. However, there is a strong nexus between teachers' motivation, job satisfaction and job performance which has educational implications.

There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce competent educational products than when the experience is relatively stable, would certainly produce poorer educational products which have serious implications to

education. Teachers' motivation counts when it comes to their stability and turnover in the teaching profession.

Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit (Okonkwo, 1997).

## **2.5 Teacher Motivation**

According to Obi cited in Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organisational goals. According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, 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.

Stafyarakis (2002) found that Annual Confidential Reports have become old, while contemporary methods based on scientific approaches have been emerged in the field of performance management over the time. Milliman (1994) discussed that although there are many practices available in this field but a performance management system based on 360-

degree feedback approach is the most effective. Rao (2004) pointed out same findings in his research, that teachers are most satisfied with the intrinsic factors and least satisfied with the monetary aspects of teaching. Rao focused that poor appraisal systems, lack of recognition and lack of respect from the head and other co-workers are some common reasons of distress and de-motivation among teachers in educational institutions. Stafyarakis (2002) also indicated that lack of recognition from the supervisor is a major reason of leaving teaching profession in educational institutions, he stressed that recognition should be proper and performance based in order to motivate teachers.

Rasheed (2010) in his research have found that teachers are much concerned about students' feedback; hence feedback from the students should be given a proper weightage and in appraising and managing teachers' performance in the institutions of higher education. Jordan (1992) maintained that students' feedback is a major issue of teachers' motivation therefore teachers should be provided feedback of their students in scientific manners. Performance management system affects teachers' motivation.

Photanan (2004) put his opinion that training is the most important activity used as a motivational program for employees of an organisation. Photanan (2004) focused that providing training to employees is crucial for any organisation to survive in the current scenario. Leslie (1989) pointed out professional growth as basic motivator for teachers. He emphasized that professional learning of a teacher is the basic element of his/her career development. Lynn (2002) maintained that teachers.

Sandy Smith, in "Motivating Employees in Tough Times," points out the importance of recognizing employees who work daily to live out the values of a company. Employees like to receive acknowledgment and praise from managers of a job well done.

Companies that make public recognition a part of their normal protocol will create an environment for employees to perform well. Praise is an excellent motivator.

## **2.6 Teacher Effectiveness**

An effective teacher is one who encourages student's faith in teaching their subject, takes time to explain things and treats people equally. A teacher has to face a number of challenges since he plays different roles in classroom. A teacher does not only plan lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, administers timetable, provides oral and aural teaching aids, and motivates the students by words and deeds. Anderson (20) stated that an effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. Hicks (2011) investigated the factors related to effective teaching in secondary schools and found effective use of teaching aids, use of illustration, motivation, impartial attitude of teachers, improved supervision as major factors related to teaching effectiveness. Martin (2001) conducted study on the concept of teacher efficiency and its influence on teacher in classroom behavior and student achievement. Results indicated that high and low efficiency teachers differ in instructional practices, classroom organisation.

Motivation is a combination of many different aspects that comprise a part of teacher's pedagogical knowledge. Motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and other members of the community must have if our educational system is to prepare young people

adequately for the challenges and demands of the coming century. Of course, the way individuals generate and use motivation differs greatly. Motivation is an important tool that is often under-utilized by heads of institutions in today's work place. Heads use motivation techniques at the work place to inspire teachers to work, both individually and in groups, to produce the best result for education in the most efficient and effective manner. This work motivation is prerequisite from bringing out effectiveness in teaching. Work motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Work motivation appears crucial because it predicts not only teachers' engagement and wellbeing but also student's outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied (Mercer, 2011).

As far as effectiveness is concerned, experience also plays a major role in this as Mercer (2011) explore the attitude of effective and ineffective teacher's towards teaching profession The major findings included that there was no significant differences between effective teachers having high or low experience in terms of their attitude towards their profession. High experienced effective teachers, attitude was positive towards teaching profession than low experienced ineffective teachers. Age of effective teachers was not differentiating factor in their attitude towards teaching profession. There has been a considerable difference found in male and female teachers regarding teacher effectiveness as Thomas (2004) explored in their study on teacher effectiveness that only male and female teachers are different significantly on teacher effectiveness and the female teachers

are comparatively much effective than their counterparts. Dozier (2011) revealed that female teachers are emotionally more mature/stable than male teachers apart from these emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable group and emotionally immature group with respect to teacher effectiveness. Dozier (2011) conducted the study of characteristics of effective teaching, perceptions of pre-service teachers. In this particular study the researcher studied the perceptions of 219 pre-service teachers about the characteristics of effective teaching and investigated factors that may have influenced their responses.

Six dominant themes were identified, headed by student centeredness and enthusiasm for teaching. It also established four profiles of student responses of these themes. Alam & Farid (2011) conducted the study that effective and ineffective teachers had sharp distribution in relation to the particular personality traits like emotional construction marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection etc. It was found that effective teachers had deepened personality characteristic; whereas ineffective teachers had difficulty in establishing close personal relationship. Alam and Farid (2011) conducted a research on teaching effectiveness in schools and concluded that effectiveness may be understood as one's hold on the circumstances as well as on himself, befitting the best of his total adjustment. Alam and Farid (2011) conducted the study on relationship between the emotional intelligence and teaching effectiveness at primary level. In this study it was found that emotional intelligence is positively related to teaching effectiveness. Dozier (2011) conducted a study on teaching effectiveness of secondary schools teachers and

found that on teaching effectiveness, central school teachers scored significantly higher in mean value than teachers of state government.

## **2.7 Perspectives of Effective Teaching**

Langlois and Zales (2012) provide a perspective of effective teaching that includes a profile which may not identify every effective teacher, but it describes a basis to start. The profile outlines four categories—time for learning, importance of routines, teacher to student, and praise and accountability. Time for learning focuses on effective teacher behaviors associated with time factors while implementing instruction. Langlois and Zales (2012) suggest that effective teachers engage students in activities and make the most of instructional time.

Students should be engaged in learning for the maximum amount of time with the least amount of interruptions as possible. Engaging students in the learning process does require the use of the competencies suggested by (Olivia & Pawles 2008). The competency of following a model of instruction is critical because teachers must plan the activities to engage students and then implement the strategies. The time for learning profile suggests that teachers hold high expectations for students and manage student behaviors. Both of these teacher behaviors/dis-positions have been discussed considerably among educators; the authors believe that there is agreement that both are necessary in classroom environments for teaching to occur.

The second category in the profile described by Langlois and Zales (2012) is the importance of routines. It is suggested that effective teachers are organized and use a sequence of activities; however, a variety of teaching methods and materials are used so



that students do not become bored. Classrooms where teachers exhibit these behaviors are structured learning climates where students feel the freedom to take care of their responsibilities. In addition, continuity and consistency are practices that underscore student learning.

Teacher to student is the third category of the profile which focuses on the communication skills and the ability of the teacher to use information on students in planning and implementing the lesson. Effective teachers are good communicators, and they treat students with respect. According to Bagin and Gallagher (2001), educators have a false impression regarding the ability to communicate. It is critical for teachers to have positive interaction with students. It enhances the possibility of effective student achievement.

In lesson planning and implementation, effective teachers use the knowledge of their students' interests as a motivational tool to help meet the needs of their students. Students feel comfortable and willing to be engaged when the atmosphere is positive and respectful. Cashmere (1999) also discusses the importance of engaging students as a necessary component of effective teaching. As previously stated, the engaging of students in learning requires teachers to use the model of instruction that Olivia and Pawles (2001) outline as being critical to effective teaching. Students tend to retain information longer when they are actively involved in their learning.

The fourth category of the profile is praise and accountability. Praising students is one of the ways to give feedback to students. Olivia and Pawles (2008) also noted the importance of providing students with feedback as a means of being skilled in the

systematic approach as opposed to older approaches. Teachers who provide feedback to students are teachers who informally and formally assess students.

The informal assessment of students is often ignored or omitted by teachers, but it must occur continuously throughout the lesson. Conscious efforts must be made by teachers to give praise and constructive feedback. Effective teachers plan to informally assess students as the lesson is being implemented. Constructive feedback is explicit and specific and provides explanations to students regarding performance. Accountability must also be ensured by teachers. The methods by which teachers ensure accountability include establishing routines, planning, and extending the subject to other disciplines.

Cashmere (1999) views effective teaching as an art and a science. This perspective of effective teaching also suggests that there are competencies that effective teachers possess. In addition, Cashmere suggests that there are behaviors/dispositions exhibited by effective teachers. According to Cashmere (1999), the science and art must be cleverly combined.

Teachers use pedagogy (the science)—their knowledge of teaching methodology and content to craft (the art) lessons that engage students; the lessons are translated with the use of artistic skills. The use of the science implies that teachers must have knowledge and skills. The knowledge base that effective teachers possess is two-fold. An effective teacher has content knowledge of their specific subjects and knowledge of methodology pedagogy which is the how to present the lesson. Teachers should have at their disposal multiple ways to present lessons and the ability to adapt/ adjust instruction.

The ability to adapt/adjust instruction requires the use of the teachers' artistic skills. If students are not comprehending, effective teachers recognize this and teachers begin to

use different presentation styles, activities, or examples. Creativity and flexibility become necessary in making adjustments which require the teacher to use skills and exhibit behaviors of engaging in competent practices and serving students. Therefore, the knowledge, skills, and dispositions of teachers are important in the effective delivery of instruction. These concepts are also embedded in the six competencies of (Olivia & Pawlas, 2008).

Sanders (2000) used the work of Harry Murray to provide twelve distinctive characteristics of effective teachers. The characteristics are: Enthusiasm, Clarity, Interaction, Organization, Pacing, Disclosure, Speech Rapport, Relevance Learning centered, Flexibility and Leadership.

Several of these characteristics are addressed in the perspectives of Olivia and Pawlas (2008), Cashmere (1999), and Lan-glois and Zales (1991). Furthermore, several of these characteristics must be exemplified by effective teachers to use perspectives suggested by the other theorists. For instance, both Lan-glois and Zales (1991) and Olivia and Pawles (2008) suggest that effective teachers engage students. Teachers cannot be effective at engaging students unless they possess some enthusiasm making an effort to solicit student attention. In addition, to effectively engage students, teachers must be flexible and open to change. There must be interaction and ways to foster participation among students; it is also essential for the teacher to be organized and learning centered to engage students.

Sanders (2000) gives descriptors of the twelve characteristics. In addition to soliciting student attention and interest, a teacher who is enthusiastic speaks in a dramatic way, moves while presenting, gestures with hands, maintains eye contact, and smiles while

teaching. An effective teacher is able to clarify concepts (clarity). In addition, a teacher who exhibits clarity gives several examples, uses concrete everyday examples, defines new terms, repeats directions, and points out practical applications. Effective teachers foster student participation (interaction). Teachers who are effective at developing interaction (encouraging questions from students), avoid direct criticism, praise students, ask questions to the whole class and individual students, and use a variety of media activities.

Teachers who are effective at organisation use headings and subheadings to organize presentation, use outlines, clearly indicate transitions from one topic to the next, give preliminary overviews, and give explanations of how topics fit subject areas. Pacing is the fifth characteristic cited by Sanders (2000) as a characteristic of effective teachers. Teachers who are effective at pacing are teachers that digress rarely, cover the important material, ask and confirm if students understand prior to proceeding, and stick to the point when answering questions from students. Disclosure implies explicitness regarding course requirements. Teachers who exhibit disclosure advise students, provide sample exam questions, tell students expectations, state objectives, remind students of deadlines, and review objectives of the entire course.

According to Sanders (2000), effective teachers engage in voice relevancy. They speak at appropriate volumes; they speak clearly; and they speak at an appropriate pace. The eighth characteristic of an effective teacher, as suggested by Sanders (2000), is rapport. Effective teachers who have rapport with students address individual students by name, announce availability for consultation, offer help to students with problems, show tolerance, talk with students, and acknowledge diversity.

Bridging the gap between course content and the real world is important for student understanding and is the next identified characteristic. Students need to see the relevancy of information. Teachers who demonstrate the need to use relevancy in instruction provide holistic context for learning, integrate materials from the world, provide access to external sources, and provide opportunities for learners to apply learning to the external world.

The tenth characteristic identified by Sanders (2000) is learner centered. Teachers who are learner centered focus on the learning outcomes and growth of students; they are designers and coaches; they work in teams when necessary; and they have some control over the learning process. Flexibility follows and implies openness to change and diverse ways of looking at material. Effective teachers are flexible, and they appeal to different learning styles and appreciate multiple perspectives. The final characteristic is leadership. Teachers who are leaders model civil behavior, model intellectual engagement, and provide intellectual challenges for all levels of learner abilities.

Olivia and Pawlas (2008) suggest that there are six competencies teachers should possess in order to be effective. Teachers should be skilled in: following a systematic approach; following a model of instruction; writing instructional goals and objectives; describing and analyzing learning tasks; and organizing instructional plans.

When teachers utilize a systematic approach for instructional design, the focus for instruction is on what the learner will do (objectives). The daily use of performance written objectives can enhance student performance on standardized tests. Older approaches focused on what the teacher presently does which takes the concentration away from students. Engaging students in learning becomes critical in maintaining the attention of learners. Using the systematic approach, the objectives are apparent to students before

instruction begins; continuous feed-back is provided, and the necessary redesign of activities is provided.

There are many advantages for students when feedback is provided. Giving students feedback may serve as “eye-openers” for students regarding their present level of functioning, and feedback may be used to motivate students. In addition, some students need constant reinforcement that feedback provides. Redesigning instruction as it is being presented is important because it may be necessary for the teacher to change a presentation style or change some component of the lesson for students to grasp the concepts from the lesson. Feedback and re-design are not embedded in the older approaches. Obviously, the systematic approach produces the most effective teaching because it is the most student-centered approach.

Olivia and Pawles’ (2008) second competency for teachers involves planning, presenting, and evaluating instruction. Within this model, there are multidimensional considerations of each component. Classroom management is embedded in planning, presenting, and evaluating instruction. Planning precedes presentation and evaluation of instruction, and it is essential for the effective delivery of instruction; it requires teachers to analyze learner needs in order to determine appropriate goals and objectives, which is the third skill suggested by Olivia and Pawles (2008). Determining goals and objectives are embedded in the second competency.

The analyses of learner needs dictate that teachers should possess a sense of familiarity with the learners which may demand that teachers do research on individual students—researching records, cumulative folders, and test scores to determine their students’ individual strengths and weaknesses. Consequently, planning and writing

instructional goals and objectives based on the analysis data will truly benefit all involved including the “whole child.” The research on students is also necessary in the application of taxonomies which is the fourth competency. When appropriate, behavioral objectives should be written for the cognitive, affective, and psychomotor domains. Although the arts and physical activity are sometimes minimized in schools, it is the responsibility of schools to develop the “total child.” Most of the objectives written by content teachers who are not physical education teachers are cognitive behavior objectives; however, it is necessary for teachers to write objectives that focus on the affective and psychomotor domain.

Enhancing the teacher effectiveness,” the author suggests that students should be involved in planning. Students must be involved in identifying their learning needs and outcomes. The involvement from students helps to ensure that goals and objectives are attainable and realistic for students. As teachers plan and decide on appropriate goals and objectives, teachers must also decide on implementation strategies. The student involvement should continue as teachers determine strategies to implement. The use of the fifth competency is important as strategies are determined. Specific learning tasks should be aligned with each learning objective, and the strategy must compliment the learning tasks. The strategies utilized must also be right for the learner, the subject matter, the time available, the resources available, the facilities, the objective, and the teacher. Alignment of objectives with strategies, activities, and learning tasks is critical for effective teaching.

At some point, after the teacher has worked at developing the previously discussed competencies, the teacher must put all of the components together. The organisation of lesson plans begins with the teacher looking at the content knowledge and the outcomes. The content must also be divided into topics which required the teacher to estimate the

amount of time each topic will take for student mastery. Implementation of the material then becomes critical. Each lesson should have a beginning, middle, and end. The teacher implements the plan at each stage of the lesson; effective teachers make the necessary adjustments based on learner needs. Olivia and Pawles (2008) suggest that teachers must inform students what they are going to tell them, tell them, and then tell them what you have told them.

As previously discussed throughout the article, there are some obvious areas of overlap on effective teaching as viewed from the four perspectives. However, there are many variations in the perspectives. Furthermore, many other perspectives exist. Regardless of the perspective embraced regarding effective teaching, the concept is very complex and difficult to define and/or describe.

The most important view of effective teaching is its role as a component of accountability. The effective teaching and schools research suggest that effective teaching makes a difference in student achievement (Olivia & Pawles, 2008). Over twenty years ago, *A Nation at Risk* cited the need for improvement for our nation's schools. The recent NCLB legislation reemphasizes the need for improvement. To achieve teacher effectiveness teacher need must be critically considered and work effectively towards it.

Teacher effectiveness is one of the ultimate goals of education. The way in which we measure teacher effectiveness is through a teacher evaluation tool. "Teacher evaluation has emerged as a key strategy for improving student outcomes in public education" (Curtis & Wiener, 2012: p. 3). Teachers vary in their effectiveness and subsequently, evaluation instruments need to identify and address these differences. Over the last couple of years, most states have developed new policies regarding teacher evaluations, including



requirements to factor student achievement (test scores) into individual teacher evaluations. The field is moving quickly in this direction and is now implementing these new evaluations (Curtis & Wiener, 2012).

In order for teacher effectiveness to impact educational improvement, teacher evaluations must be completed correctly. Historically, public education has tried methods of evaluating teacher effectiveness that have fallen short due to poor planning and weak execution (Curtis & Wiener, 2012).

Most of the current teacher evaluations focus on giving the teacher a rating and holding that teacher accountable for his/her performance. Teachers are categorized as high performers or low performers. The high performers are recognized as such and the low performers are pursued for dismissal. This focus is problematic in that the evaluation tool usually does not include support for teacher improvement. The majority of teachers fall in middle range of performance evaluations, therefore, leading schools to mediocre teaching instead of excellence in education (Curtis & Wiener, 2012).

To reach the goal of teacher effectiveness and ultimately student success, teachers must be evaluated. The evaluating instruments must be further studied in order to maximize the potential of teacher evaluations. Additionally, instruments need to identify each teacher's capabilities and insure a rating on the "whole" teacher and not just test scores. This may retain more effective teachers for longer periods of time (Curtis & Wiener, 2012).

In Zapeda's (2007) *Instructional Tools*, she discusses the importance of classroom observations for improving the professional development opportunities for teachers. School leaders who evaluate teachers can use the evaluating instruments as a basis for

beginning discussions that lead to both informal and more formal professional development opportunities for teachers. Professional development should obviously lead to improvements in teaching and other professional dispositions.

## **2.8 Factors Affecting Motivation**

The efficiency of organisation depends on the condition that how they are managing their human resource (people/employees), which no doubt has become the most important resource in the recent competitive and dynamic environment (Robins and Coulter, 2005). Martin (2003) argued that if an organisation wants to be successful and aims to maintain its success for a longer period of time it is important for it to have a motivated workforce consisting of employees who are ready to learn. A lot of research is available that focusses on the point that employee motivation is crucial for the success of a business (Kanungo, 1994; Edginton, 2000; Al-Alawi, 2005). Higher educational intuitions are not exempt from the potential benefits of employee motivation. Research in this field reveals that all contemporary practices of Human Resource Management should be implemented for achieving the goals and objectives of their institutions (Graham, 1985; Adams and Bailey, 1989; Kilduff et al., 2008).

Similarly Qayyum and Siddique (2003) discussed in his latest research conducted to study teachers' performance, that different HRM practices motivate teachers and enhance their performance to increases educational institutions effectiveness. Ofoegbu (2004) established a relationship between benefits like salary, allowances and other facilities provided to teachers and the improvement of educational institution. According to Ofoegbu (2004), it is important for educational institution to create an attractive teaching profession through effective Human Resource practices. Mifflin (1995) investigated that

the word “motivation” is originated from the Latin word movers, which means to move. It is not possible to find motivation of a person unless he behaves according to desired moves. Robins and Coulter (2005) defined motivation as “Willingness to exert high level of inspiration to reach organisational goals, conditioned by the efforts ability to satisfy some individual need.” Rainey pointed out that work motivation refers to the excitement level, the determination and the way a person works hard at his work setting. Robins and Coulter (2005) define motivation as an internal aspiration of a man that compels him to reach an objective or the goal set for him. Reeve (2001) stated that motivation usually comes from two sources: intrinsic and extrinsic. When people get motivation from the nature of work and the tasks assigned to them, the job design and work environment, and it is referred to as intrinsic motivation. Extrinsic motivation is linked with the factors like salary package, fringe benefits and other job perquisites. Most often both the factors simultaneously affect employees’ motivation.

Tealdi (2005) has found that motivation is a compulsory ingredient for job retention and motivation is the common element between job retention and job performance of employees. Therefore, this is much important for the Human Resource management of an institution to ensure that the employee is motivated enough to perform well and to be retained in the institution for longer period of time. Wagar (1998) pointed out that for any organisation to be successful in global market, it is important to have motivated, satisfied and skilled human resource that could lead the organisation to achieve its goals and objectives.

Teachers are the core employees of educational institution who plays an important role in the institution’s success and in creating and promoting its good will among students

and academia (Robins and Coulter 2005). Therefore, teachers' motivation is an imperative and inevitable objective of the institutions' management in any educational institution. Teachers' motivation is an important player in the success and performance of an educational system. Teachers' motivation is one of the biggest contributors in maximizing teachers' performance (Filak, 2003). A strong relationship has been found between teachers' motivation and students' achievements (Goodman, 1980; Riddell, 1998). The researchers have shown that teachers' motivation affects students' achievement positively; it increases overall productivity of the institution. On the other hand Davidson (2005) found lack of teachers' motivation as one of the major hurdle in achieving teaching quality.

The parent's teachers association (PTA) is an autonomous body that comprises the union of parents who have brought their wards to school and the teachers of their wards. The Parents Teachers Association (PTA) of schools play the major role as far as teacher motivation is concerned. In most cases, the motivation of teachers is initiated and implemented by the Parents Teachers Association (PTA).

According to Robins and Coulter (2005) report in their book "Supervision Today," every employee within a company is different and, therefore, is motivated to perform well for different reasons. Due to the differences within an organisation, it is important for a manager to get to know his/her employees and understand what motivates their performance. "If you're going to be successful in motivating people, you have to begin by accepting and trying to understand individual differences.

One motivator for employees is a feeling that the job itself is worthwhile. According to Davidson (2005) employees feel personally responsible for their work and believe that is a meaningful job. Employees who take personal responsibility for their work

and believe that it is making a positive impact will strive hard to perform very well, leading to employee loyalty and improved productivity. Employees have a desire to be part of a company with a positive and encouraging work environment. Motivating input and strong working relationships during the workday will provide an environment that employees will want to be a part of. According to "Supervision Today," this involves focusing employees on achievement and maintaining equity in the workplace. This idea of equity has to do with the perception employees have of their importance in relation to others within the company. If employees do not believe they are treated with equity they will not perform well.

Job design has become a focus of research in Human Resource Management (Parker, 2001). He believes that well-designed jobs help in getting interest of employees as people feel boredom when jobs are poorly designed. Davidson (2005) concluded in his research that high workload and burden of non-teaching activities are the problems in teachers' job designs.

Clarke and Keating (1995) found that working environment of an educational institution affects teachers' motivation, he discovered in his study that students are the major factor of teachers' motivation in an educational institution, talented and hardworking students may boost morale of a teacher and they are less motivated to teach students who do not produce desired results. The author further explained that number of students in a class is another important consideration in motivating teachers. Ofoegbu (2004) established that institution's support in the provision of resources to the teachers (e.g. desktop computers with internet connections, access to e-libraries and research indexes, finances for organizing conferences and workshops and others for their students) is an

effective motivator for teachers. Job design and working environment significantly affect teachers' motivation.

Latt (2008) stressed that compensation packages should be the most important consideration for the managers and administrators of educational institutions in motivating teachers. The focal point of his research was that compensation should be in accordance with the need fulfillment of teachers as it is a tangible reward to an employee that motivates him highly. Marlow et al. (1996) found that low salary creates stress among teachers in educational institutions. He further investigated the issue and concluded that teachers' salary should be market competitive in order to get higher motivation and to retain them in the institution. Litt and Turk (1985) found that low salary is the major issue that compels an employee to leave his/her job; therefore compensation package of teachers in educational institutions should be properly designed and managed. Wright (1985) also investigated the same and concluded that salary becomes a more serious issue when internal motivation of a teacher is low: Compensation packages significantly affect teachers' motivation.

## **2.9 Strategies for Teacher Motivation**

However, such strategies that will enhance teachers motivation in the educational system as identified by Akale (2002) and Fredriksson (2004); include the following: staff development and training, participatory decision making, good working conditions; remunerations and salaries, promotion as at when due. job security, recognition of teachers profession (Teachers Professionalism), conducive working environment, provision of adequate instructional materials/teaching aids, financial rewards, awards, teacher's

scholarship and sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

Staff training and development is one of the important motivational strategies that could be used to enhance quality assurance in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in preservice training, in-service training, on-the-Job training, workshop training, and others.

Ojedele and Fadipe (2009) giving analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Ghana calls for precipitation. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession (Ampofo, 2012)

Dartey-Baah and Amoako (2011) opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education. Pre-service and in-service training

contribute to the professional improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well – trained and motivated teachers. Teachers are generally expected to contribute to the improvement of the society and to participate in its activities. Malik (2009) opined that staff development as all the programmes designed for the continuing education of the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching learning process and influences their performance by enabling them contribute their very best within the school programme.

Fredriksson (2004) emphasized that teacher professional development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low performance schools. Poor public image of teachers where their status is not given recognition also affected their level of motivation and dedication to work. Shafiwu and Salakpi (2013) asserted that the status of the Ghanaian teacher seems to have plummeted further as the economic problems in the country have worsened. He further pointed out that teachers were singled out as the only group of public servants whose salaries and allowances could not be paid or delayed , sometimes for as long as one year.

This have led to several strike occurrences, lack of dedication to duty and non-chalant attitude to work whose resultant effect has also contributed to corruption, brain-



drain in the educational system (Cobbold, 2009). Teachers have turned out to seek resolution of other greener-pasture within and outside the country. Teachers, he also pointed out are said to be motivated if they demonstrate genuine emotional investment in their jobs and express high productivity. According to Akale (2002), in National Teachers' Institute (NTI) teachers are the most important resource in educational programme. To ensure the best possible quality in the teaching workforce, the policies implemented by the government must take into account the interplay of certain critical variables that influence teachers' career such as pre-service training, recruitment policies, remuneration and continuing education programme. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in education. They should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. By way of motivation, they will enhance their commitment to the teaching profession. Kwapong et al. (2015) stating the importance of teachers' participation in decision making process in the educational system, revealed that it creates room for teachers' contributions to solving educational problems.

According to Michael and Paul (2008), job enrichment provides employees with an opportunity to grow psychologically and mature in a job. Job enrichment attempts to make the job itself motivational. Research indicates that jobs higher in enrichment factors result in higher satisfaction; however, research also indicates that enriched jobs require more training time and result in slightly higher anxiety and stress. Job enrichment increases a job's range and depth, which refers to the number of activities and the autonomy, responsibility, discretion, and control.

Milkorich and Newman, (2008), found that, in order to motivate, a salary plan must demonstrate that good performance leads to higher levels of pay, minimize any negative consequences of good performance, and relate other rewards to good performance. The money that employees receive is actually a package made up of salary, and other fringe benefits such as transport, housing, furniture, medical allowance. Others include meal subsidy and utility allowances. The money that employees receive is actually a package of salary and benefits. Theories of motivation suggest that salary and benefits have influence on effort and persistence. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. In Herzberg's two-factor model pay is a maintenance factor that should not contribute significantly to motivation. In expectancy theory, pay can satisfy a variety of needs and influence choice and behavior, while in equity theory, pay is a major outcome that one compares with other employees.

According to Pierce (2009), flexible time is intended to ensure that the work of the organisation is accomplished and, at the same time, to permit employees and their supervisors to establish work schedules that recognize individual and family needs. Organisations are faced with an increasingly diverse workforce that includes nursing mothers, single parents with young children, employees with very different responsibilities, and those taking classes or pursuing degrees to improve skills and abilities or for self-improvement. The concept of flexible working hours has motivational appeal to many of these workforces. Research indicates that flexible scheduling can be motivational in that job satisfaction is improved and absenteeism reduced. The ability to accommodate employee needs is a healthy and positive approach to motivation.

One may be motivated by the possibility of receive cash, the true incentive are the feelings experienced in cranking a hard climb, if incentive motivation gets stronger, the closer is one to the event or goal. Set lots of short-term goals. In addition to long-term aims. on a regular basis. Too long a delay between actions and payoff makes it more difficult to stay motivated. This explains why an active detailed list of routes to do is such a great motivator. If one regularly sends routes on that list then it will be awfully easy to train between climbing trips.

Confident, positive climbers are highly-motivated, successful climbers. Conversely, if one lacks of confidence or is constantly negative about things, then motivation is probably low degree of positiveness (in general) is something one need to learned as a child. Fortunately, a day-to-day effort to turn one negative thought around can have dramatic effects on ones confidence and degree of motivation. One must first become aware of your negative thoughts. Statements questioning the value of training or predictions of poor performances may be the most common among climbers. Learn to immediately counter these thoughts with something positive. Use self-talk and self-instruction such as “this will help build strength (Nyakundi, 2012).

## **2.10 Summary of Literature Review**

Despite the copious amount of literature and research into the most the concept of motivation, types of motivation which include intrinsic and extrinsic motivation will always be a subjective matter. The study looked at the Motivational Theories, and Implications for the Educational System. This study focused on Herzberg Motivational-Hygiene Theory and the theory investigate into the causes of job satisfaction and

dissatisfaction which influence teacher. The literature also looked into the Teacher effectiveness, A good teacher is one who encourages student's faith in teaching their subject, takes time to explain things and treats people equally. However, the vast body of literature, only partially touched on factors affecting motivation and the Strategies for teacher motivation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology employed for the study. It includes; research design, the population, the sample and sampling techniques, instrument, validity, pilot-testing, data collection procedure, data analysis plan and ethical consideration.

#### **3.2 Research Design**

Descriptive sample survey design was used for this study. According to Frankel and Wallen (2001), descriptive design involves collection of data in order to answer questions or test hypotheses concerning the current status of the subject of the study. According to Ejiogu (2005), descriptive research gives a picture of situation or a population and it is basic for all types of research in assessing the situation as a prerequisite to inferences and generalisations.

Descriptive research is concerned with the present status of a phenomenon and it deals with what exist such as determine the nature of prevailing conditions, and practices.

The researcher considers the descriptive survey design most appropriate because the simple surveys do little more than asking questions and reporting answers about status of phenomena to studies but present explicit statement about relationships between variables (Creswell, 2003).

According to Dessler (2007), the descriptive survey design can be used to gather data on respondent needs and attitudes.

The design is however associated with some weaknesses. It is sometimes difficult to obtain a truly random sample of the population and the problem of low response rate. (Dessler, 2007). Despite its shortcomings, the survey design was the most appropriate, since it enables the researcher to draw meaningful conclusions from the data obtained.

### **3.3 Population of the Study**

Cohan, Manion and Morrison (2000), state that population is the total number of participants included in the study. Creswell (2003) consider population as an entire aggregation of cases that meet a designated set of criteria. It is the target group that a researcher is interested in obtaining information from and drawing conclusions. The target population for the research comprised, all teachers and all basic schools at Ahafo-Ano South East District of Ashanti Region. Information from the District Office indicated that there are ten basic schools with one hundred and ten teachers. The accessible population comprised seven basic schools and seventy five teachers.

### **3.4 Sample and Sampling Technique**

Creswell (2005) posited that a sample is the set of actual participants that are drawn from a larger population of potential data sources. Howit and Cramer (2011) revealed that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Creswell, 2005). To determine an appropriate sample size for the study, an updated list of all the teachers in Ahafo-Ano South East District Public Basic Schools was obtained.

Purposive sampling technique was used to select seven public schools basic schools and 75 teachers from public basic schools at Ahafo-Ano South East District. Cohen, Manion and Morrison (2007) stated that purposive or judgmental sampling is appropriate in situations where respondents are targeted due to their position, expertise and situation. In the selection of the teachers, those who had taught in the schools for at least two years and above were taken into consideration. In all, 75 teachers formed the sample size for the study.

### **3.5 Instrumentation**

Questionnaire was the main instrument used to gather data from respondents for the study. Questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through careful

review of related literature and worded with both closed items after the supervisor has scrutinized it. Five-point Likert scale type was used for the items. This was to facilitate easy analysis of responses. Questionnaire was used as mode of collecting data because it was considered the most convenient and allows the respondents to answer the questions at convenient time (Creswell, 2003). The use of questionnaire for the study is supported by (Creswell, 2003). who asserts that in a descriptive research, data are usually collected by administering questionnaires? Also, questionnaire requires subjects who can articulate their thoughts in writing (Cohen, Morrison & Manion's 2007) and since all the respondents were literates, the researcher saw the instrument to be ideal for data collection.

In the view of Cohen, Morrison and Manion's (2007), questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Questionnaires are fast and convenient. The use of questions ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses. The questionnaire consists of four sections. Section A sought information on background information of respondents. Section B identified the motivation of teachers. Section C sought views on effectiveness of teachers and Section D requested the respondents to suggest strategies to improve teachers' motivation.

### **3.6 Validity**

Content validity was ensured through an extensive review of literature on the subject to ensure that all major issues in connection with the research objectives had been fully covered and captured in the questionnaire to achieve the study purpose. The

questionnaire was given to the supervisor to find out whether the items could achieve the purpose of the study.

### **3.7 Pilot Testing**

In order to check for the appropriateness of the data collection instrument and data procedures, a minor preliminary study was conducted before the main study. The instrument was pre-tested because the questionnaire was newly constructed. Added to this, the researcher wanted to ensure that the instrument was reliable. The pre-testing was done in Abesewa D/A Basic School, Asuadei Nahadathul Islamic Basic School and Adugyama Kingfaisal Islamic Basic School with similar characteristics of that of the main study. The idea supports the view of Borg and Gall (1989) that there is the need to subject a new research instrument to field testing with a population similar to that from which the subject for the study would be taken.

Questionnaire was administered and collected within one week. Cronbach's alpha, a measure of internal consistency was used to analysed the data and reliability coefficient of 0.75 was obtained. This supports Fraenkel and Wallen (2000) view that an alpha level of 0.60 and above is satisfactory for a set of items to a composite. The outcome of the reliability was therefore ideal for the research instrument to be sent out for the main data collection.

Questions which were found to be ambiguous and those not suitable to the local conditions were reconstructed. Other items which were found to elicit similar responses were either eliminated or restructured. The relevant corrections were made before the final administration.



### **3.8 Data Collection Procedure**

Before going to the field to collect data, the researcher collected introductory letter from the head of Department of Educational Leadership, University of Education – Kumasi Campus to enable her visits to the schools. On arrival in each school, the researcher first introduced herself to the headmaster/headmistress and then handed over to him/her a copy of the introductory letter obtained from the Department of Educational Leadership. This was followed by a brief explanation of the purpose of the visit. Each head was briefed on the objective of the research.

After the introduction of the researcher to the staff, the selected respondents were assembled and the purpose of the study was explained to them. They were assured of confidentiality and anonymity. The researcher established rapport with the teachers to enable them feel free and answer the questionnaire. Immediately after the briefing, the researcher personally distributed the questionnaires to the respondents. They were given seven days to fill them since most of them were not ready to do it on the spot. In order to ensure a high return rate of the answered questionnaires, follow-up visits were made to the schools to collect questionnaires from those who were unable to respond during the first visit and 100% of the questionnaire were collected.

### **3.9 Data Analysis Plan**

Data gathered for the study were analysed with the help of statistical package for social sciences (SPSS version 24). Serial numbers were given to each questionnaire for easy identification before scoring. Precaution was taken to ensure quick detection of any

source of error, which might occur when keying in the data. Values were assigned to responses, imputed and analysed. Based on the research questions descriptive statistics such as mean, standard deviation, frequencies and percentages were used to analyse research question one, two, three and four. Simple regression analysis was used to analyse the hypothesis.

### **3.10 Ethical Considerations**

The goal of ethics in research is to ensure that no one is harmed or suffered adverse consequences from the research activities (Cooper and Schindler, 2001). The researcher protected the rights of the respondents by ensuring that respondents names were not disclosed in the research. Respondents were selected to participate without compulsion. All the respondents were informed of the purpose of the research and informed consent was sought from the teachers before the commencement of this research initiative.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter clearly depicts the data gathered from the respondents on the influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District of the Ashanti Region. A sample size of seventy five teachers was chosen from basic schools at Ahafo-Ano South East District of the Ashanti Region for the study. The analysis of data is in two parts. The first part deals with the demographic information of the respondents, while the second part deals with analysis of the main data related to the research question.

#### 4.1 Demographic Characteristics of Respondents

This section shows the gender of the respondents, age bracket, and highest professional qualification attained, the duration spent in Ghana Education Service and their current ranks.

##### 4.1.2 Gender of Respondents

Respondents were asked to state their gender and the following data was obtained.

**Table 4.1. Gender of Respondents**

Gender	Frequency	Percentage
Male	47	63.3
Female	28	36.7
Total	75	100

Source: Field Survey, 2021

From Table 4.1, it can be noted that the male teacher form the majority by 47 (63.3%) while female are represented by 28(36.7%). This implies that Ghana Education Service is not biased in its employment but rather male dominating over their female counterparts.

#### 4.2.2 Age of Respondents

The results regarding the age distribution of the respondents are presented in Figure 4.2.

**Table 4.2 Age of Respondents**

Age	Frequency	Percentage
Below 25	7	9.8
26-35	32	41.0
36-45	26	35.3
46-55	6	8.1
Above 55	4	6.0
Total	75	100

Source: Field Survey, 2021

From table 4.2, About three-quarters (76.3%) of the respondents age between 25 and 45 years making the work force of the sub metro education service a youthful one. Just about a tenth (9.8%) and 6% were younger than 25 years and above 55 years respectively. The finding also gives an indication that all the sampled respondents were grown-ups and experience enough to partake in this study. Thus, they were likely to provide the needed information.

### **Marital Status of the Respondents**

The results regarding the marital status of the respondents are presented in the Figure 4.3

**Table 4.3 Marital Status of the Respondents**

Marital Status	Frequency	Percentage
Single	22	29
Married	44	60
Divorce	9	11
Total	75	100

Source: Field Survey, 2021

As shown in figure 4.3 distribution of respondents based on their marital status indicate that majority 44(60%) of the study respondents were married. Respondents who revealed themselves as single or Divorce in terms of marital status were in the minority 31 (40%). The findings revealed that majority of the respondents were married.

### **Academic Qualification of Respondents**

The results regarding the academic qualification of the respondents are presented in the Table 4.4.

**Table 4.4 Academic Qualification of Respondents**

Academic qualification	Frequency	Percentage
Masters	25	33.3
Degree	40	53.3
Diploma	10	13.4
Total	75	100

Source: Field Survey, 2021

On the highest professional qualification, the table 4.4 revealed that 40(53.3%) were degree holders, followed by those of master's degree with 25 (33.3%), others represent (13.4%) were holders of Diploma. The research shows that greater percentage of workers in education sector is well educated to contribute to motivation and teacher effectiveness. This high concentration of graduate teachers in the basic school could be as a result of easy access to higher education through distance learning and sandwich programmes by universities. These graduate teachers teaching in the basic schools are least motivated. They feel that their talents and capabilities are not fully utilised and are therefore always craving to teach in secondary schools and training colleges. Teachers having higher qualifications (first and second degrees) are the most satisfied, but the teachers with minimum qualifications are satisfied.

### Professional Rank of Respondents

The responses with regard to the professional rank or qualification of the respondents are presented in Table 4.5.

**Table 4.5 Professional Rank of Respondents**

Professional Rank	Frequency	Percentage
Deputy Director	10	13
Assistant Director 1	13	17
Assistant Director 11	13	17.2
Principal Superintendent	15	20.4
Senior Superintendent 1	18	24.4
Senior Superintend 11	6	8
Total	75	100

Source: Field Survey, 2021

From the field survey above, greatest number of workers has attained higher ranks such as Deputy Director, Assistant Director I & II and Principal Superintendent accounted for (67.6)% whilst the rest of the ranks were only (32.4)%. It seems to suggest that greater number of GES workers is occupying the highest ranks in the service which indicates that greater proportion of workers had stay with the service for sometime to reach those higher ranks.

### Experience of Respondents

The results regarding the experience of respondents of the respondents are presented in the Table 4.6.

**Table 4.6 Experience of Respondents**

Experience with the GES`	Frequency	Percentage
5 years and below	4	5.6
6-10	15	20.0
11-15	33	44.4
16-20	21	27.8
21 and above	2	2.2
Total	75	100

Source: Field Survey, 2021

The research revealed that 33(44.4% ) had work with the service between -9 years, 27% had worked 10 years and above, 22% between 0-3 years and 15% been the least between 11-15 years as indicated by the table 4.4 below. It further indicates that higher proportion of GES workers had spent much time with the service and had acquired enough experience to deliver quality teaching and learning.

### **Analyses of the Main Data**

Analysis of the main data is organized in line with the main themes of the research questions.

#### **4.2 Research Question One: What are the existing motivational tools mostly used in basic school in Ahafo-Ano South East District of the Ashanti Region?**

This section considers the existing motivational tools mostly used in basic school. Various statements have been used to assess the level of agreement of the respondents to the statements. The five-point Likert scale was used to determine the level of agreement



of the respondents. The scale is presented as 1= Strongly Disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly Agree. The mean, and standard deviation were used to establish the level of agreement.



**Table 4.7 Existing Motivational Tools Mostly Used in Basic School**

Statement	SD		D		N		A		SA		MEAN	SD	TOTAL	
	N	%	N	%	N	%	N	%	N	%			N	%
The nature of the work motivates me to work more.	2	3	3	4	8	10	24	33	38	50	3.51	1.29	75	100
Promotional opportunities in the GES motivates me	2	3	2	3	8	10	23	31	40	53	3.9	1.10	75	100
There is an Opportunity for Advancement for me in GES	2	2	4	6	6	8	22	29	41	55	3.97	1.23	75	100
The existence of job security in the GES motivates me to do more	3	4	4	6	7	9	23	31	38	50	4.33	.81	75	100
My superior always appreciation the work I do	3	4	4	6	3	4	27	36	38	50	4.36	.82	75	100
Reasonable periodical increase in Salary motivates me to do more	4	6	6	8	8	10	21	28	36	48	4.09	.65	75	100
The Working Conditions in the firm improves my working capabilities	3	4	4	6	2	3	31	40	35	47	4.48	.77	75	100
There is the existence of good working relationships with superior	4	6	6	8	7	9	28	37	30	40	2.96	.116	75	100

Source: Field Survey, 2021

Table 4.7 shows motivational tools mostly used in basic school in Ahafo-Ano South East District of the Ashanti Region. The study conducted the mean analysis to identify the central location of the data (average). Standard deviation on the other hand was conducted to measure variability and the spread of the data set and the relationship of the mean to the rest of the data. The study calculated the relation of the standard deviation to the mean, otherwise known as the coefficient of variation. The study showed that the coefficient of variation was rather small, indicating that the data has a greater deal of uniformity with respect to the mean and there is a general consensus among the sample respondents that, The nature of the work motivates me to work more, Promotional opportunities in the GES motivates me, There is an Opportunity for Advancement for me in GES, The existence of job security in the GES motivates me to do more, My superior always appreciation the work I do, Reasonable periodical increase in Salary motivates me to do more, The Working Conditions in the firm improves my working capabilities, and There is the existence of good working relationships with superior are the most established motivational tools existent in basic school in Ahafo-Ano South East District of the Ashanti Region. This analysis provides evidence that each variable has different motivational effects on Teachers.

Nature of work has cause improvement in my performance level recorded a mean of 3.51 which indicates Not sure. This implies that, most of the respondents were not sure of the statement as an impact of motivation on employee's performance. The findings support Reeve (2001) stated that motivation usually comes from two sources: intrinsic and extrinsic. When people get motivation from the nature of work and the tasks assigned to them, the job design and work environment, and it is referred to as intrinsic motivation.

Extrinsic motivation is linked with the factors like salary package, fringe benefits and other job perquisites. Most often both the factors simultaneously affect employees' motivation.

A mean of 3.98 approximately 4.0 which indicated agreed was recorded on the Promotion in the GES has increase my work effort. This implies that, the promotion give to employees in their firms serves as a motivation to them and as a result has increases their working ability.

Out of motivation, teacher have gotten the opportunity for advancement in the work. This was agreed by the respondents with a mean of 3.85 approximately 4.00. The statement, responsibility (Authority to make necessary decisions in order to complete assigned tasks) recorded a mean of 4.33 that signifies agreed. This indicates that, the respondents are in agreement with the statement as one of the existing to.

In situations where there is high level of appreciation for work done in the organization, performance becomes very high. The result indicated that, through motivation, there have been the realization of an appreciation of work done. The ability to perform better ends in an increment in the salary. One of the strategies to motivation teachers is seen as the increment in the salary. This statement recorded a mean of 4.10 and an SD of 0.65. Motivation in the firm has increased my working conditions recorded a mean of 4.48 and an SD of 0.77 which indicates agreed. This signifies that, the working conditions of the employees has improved due to the motivations they receive in the firms.

On the aspect of performance, it has helped them to perform well and it through the good relationship with their superiors. In general, a composite score of (mean= 4.15, SD =0.90) was recorded which indicates that the respondents agreed that, the above statements are existing motivational tool.

#### **4.3 Research Question Two: What is the effectiveness of teachers in basic schools at Ahafo-Ano South East District of the Ashanti Region?**

Research question two sought to identify the effectiveness of teachers in basic schools at Ahafo-Ano South East District of the Ashanti Region. The study identified statements such as the focus on the learning outcomes and growth of students, provide a perspective of effective teaching, engage students in activities and make the most of instructional time, a variety of teaching methods and materials are used so that students do not become bored, effective teachers are good communicators, and they treat students with respect, effective teachers use the knowledge of their students' interests as a motivational tool to help meet the needs of their students, and effective teachers plan to informally assess students as the lesson is being implemented. To effectively examine the central location, variability and effects of teachers in basic schools, statistical mean and standard deviation test was conducted and the result is presented in Table 4.8.

**Table 4.8 The effectiveness of teachers in basic schools in basic schools**

Statement	SD		D		N		A		SA		MEAN	SD	TOTAL	
	N	%	N	%	N	%	N	%	N	%			N	%
Focus on the learning outcomes and growth of students	2	3	3	4	8	10	24	33	38	50	4.85	1.36	75	100
provide a perspective of effective teaching	2	3	2	3	8	10	23	31	40	53	4.65	1.47	75	100
Engage students in activities and make the most of instructional time	2	2	4	6	6	8	22	29	41	55	4.55	1.36	75	100
A variety of teaching methods and materials are used.	3	4	4	6	7	9	23	31	38	50	4.52	1.52	75	100
Teachers are good communicators.	3	4	4	6	3	4	27	36	38	50	3.45	1.38	75	100
Teachers use the knowledge to help meet the needs of students	4	6	6	8	8	10	21	28	36	48	3.41	1.51	75	100
Teachers plan to informally assess students	3	4	4	6	2	3	24	33	38	50	3.13	1.60	75	100
Stick to the point when answering questions from students	4	6	6	8	7	9	23	31	40	53	3.10	1.63	75	100

Source: Field Survey, 2021

From table 4.8 majority of the teachers agreed that effective teacher focus on the learning outcomes and growth of students (mean =4.85, SD = 1.36) the mean score is clear indication majority of the teacher agreed to the statement. Again, the teachers agreed that effective teacher provide a perspective of effective teaching (mean = 4,65, SD =1.65), engage students in activities and make the most of instructional time (mean = 4.55, SD = 1.55 ), effective teacher ensures a variety of teaching methods and materials are used so that students do not become bored(mean =4.52 SD = 1.52 ) were statistically significant to effective teacher.

However, it was found that majority of the teachers perceived effective teachers are good communicators and they treat students with respect (mean = 3.45 SD = 1.38 ) , effective teachers use the knowledge of their students' interests as a motivational tool to help meet the needs of their students(mean = 3.41, SD = 1.51 ), effective teachers plan to informally assess students as the lesson is being implemented mean = 3.13, SD = 1.60 ), and stick to the point when answering questions from students(mean = 3.10, SD = 1.63 ) were not statistically significant teacher effectiveness in the basic school.

The findings were in line with Langlois and Zales (2012) provide a perspective of effective teaching that includes a profile which may not identify every effective teacher, but it describes a basis to start. The profile outlines four categories—time for learning, importance of routines, teacher to student, and praise and accountability. Time for learning focuses on effective teacher behaviors associated with time factors while implementing instruction. Langlois and Zales (2012) suggest that effective teachers engage students in activities and make the most of instructional time.

Students should be engaged in learning for the maximum amount of time with the least amount of interruptions as possible. Engaging students in the learning process does require the use of the competencies suggested by (Olivia & Pawles 2008). The competency of following a model of instruction is critical because teachers must plan the activities to engage students and then implement the strategies. The time for learning profile suggests that teachers hold high expectations for students and manage student behaviors. Both of these teacher behaviors/dispositions have been discussed considerably among educators; the authors believe that there is agreement that both are necessary in classroom environments for teaching to occur.

The second category in the profile described by Langlois and Zales (2012) is the importance of routines. It is suggested that effective teachers are organized and use a sequence of activities; however, a variety of teaching methods and materials are used so that students do not become bored. Classrooms where teachers exhibit these behaviors are structured learning climates where students feel the freedom to take care of their responsibilities. In addition, continuity and consistency are practices that underscore student learning.

Teacher to student is the third category of the profile which focuses on the communication skills and the ability of the teacher to use information on students in planning and implementing the lesson. Effective teachers are good communicators, and they treat students with respect. According to Bagin and Gallagher (2001), educators have a false impression regarding the ability to communicate. It is critical for teachers to have positive interaction with students. It enhances the possibility of effective student achievement.



In lesson planning and implementation, effective teachers use the knowledge of their students' interests as a motivational tool to help meet the needs of their students. Students feel comfortable and willing to be engaged when the atmosphere is positive and respectful. Cashmere (1999) also discusses the importance of engaging students as a necessary component of effective teaching. As previously stated, the engaging of students in learning requires teachers to use the model of instruction that Olivia and Pawles (2001) outline as being critical to effective teaching. Students tend to retain information longer when they are actively involved in their learning.

The fourth category of the profile is praise and accountability. Praising students is one of the ways to give feedback to students. Olivia and Pawlas (2008) also noted the importance of providing students with feedback as a means of being skilled in the systematic approach as opposed to older approaches. Teachers who provide feedback to students are teachers who informally and formally assess students.

The informal assessment of students is often ignored or omitted by teachers, but it must occur continuously throughout the lesson. Conscious efforts must be made by teachers to give praise and constructive feedback. Effective teachers plan to informally assess students as the lesson is being implemented. Constructive feedback is explicit and specific and provides explanations to students regarding performance. Accountability must also be ensured by teachers. The methods by which teachers ensure accountability include establishing routines, planning, and extending the subject to other disciplines.

Cashmere (1999) views effective teaching as an art and a science. This perspective of effective teaching also suggests that there are competencies that effective teachers possess. In addition, Cashmere suggests that there are behaviors/dispositions exhibited by

effective teachers. According to Cashmere (1999), the science and art must be cleverly combined.

Teachers use pedagogy (the science)—their knowledge of teaching methodology and content to craft (the art) lessons that engage students; the lessons are translated with the use of artistic skills. The use of the science implies that teachers must have knowledge and skills. The knowledge base that effective teachers possess is two-fold. An effective teacher has content knowledge of their specific subjects and knowledge of methodology pedagogy which is the how to present the lesson. Teachers should have at their disposal multiple ways to present lessons and the ability to adapt/ adjust instruction.

The ability to adapt/adjust instruction requires the use of the teachers' artistic skills. If students are not comprehending, effective teachers recognize this and teachers begin to use different presentation styles, activities, or examples. Creativity and flexibility become necessary in making adjustments which require the teacher to use skills and exhibit behaviors of engaging in competent practices and serving students. Therefore, the knowledge, skills, and dispositions of teachers are important in the effective delivery of instruction. These concepts are also embedded in the six competencies of (Olivia & Pawlas, 2008).

#### **4.4 Research Question Three: What are the strategies to improve teacher motivation in basic schools at Ahafo-Ano South East District of the Ashanti Region?**

This section considers the strategies to improve teachers' motivation in basic schools. Various statements have been used to assess the level of agreement of the respondents to the statements. The five-point Likert scale was used to determine the level

of agreement of the respondents. The scale is presented as 1= Strongly Disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly Agree. The mean, standard deviation and the minimum as well as the maximum values was used to establish the level of agreement.



**Table 4.9 Strategies to improve teachers' motivation**

Statement	SD		D		N		A		SA		MEAN	SD	TOTAL	
	N	%	N	%	N	%	N	%	N	%			N	%
Enhancement in salary linked with qualification in GES	2	3	8	10	3	4	24	33	38	50	4.41	0.343	75	100
Enhancement in study leave and sponsorship in GES	2	3	2	3	8	10	40	53	23	31	4.39	0.873	75	100
Development for staff	2	2	4	6	6	8	22	29	41	55	4.34	1.069	75	100
Involve teachers in decision making	7	9	4	6	3	4	23	31	38	50	4.31	1.063	75	100
Staff development and training	3	4	4	6	3	4	27	36	38	50	4.28	0.454	75	100
Recognize teachers' efforts	4	6	6	8	8	10	36	48	21	28	4.25	1.438	75	100
Improvement in social amenities	3	4	4	6	2	3	31	40	35	47	4.22	0.143	75	100
Publicly praise teachers	4	6	6	8	7	9	28	37	30	40	4.18	0.573	75	100
Provision of adequate instructional materials/teaching aids	2	3	3	4	8	10	24	33	38	50	4.10	1.163	75	100

**Source: Field Survey, 2021**

From the results, a mean score of less than 3.0 suggests disagreement while a mean score of 3.0 and more suggests agreement. Thus, from Table 4.9, it is observed that the mean score of 4.01 and above in all cases indicate that, the respondents agreed strategies to improve teachers' motivation in basic schools listed in Table 4.1, Enhancement in salary linked with qualification in GES, Enhancement in study leave and sponsorship in GES, development for staff, involve teachers in decision making, staff development and training, recognize teachers' efforts, improvement in social amenities, publicly praise teachers, provision of adequate instructional materials/teaching aids and enhancement in salary linked with qualification in GES. The mean score of 4.41 for enhancement in salary linked with qualification in GES suggests that, the respondents agreed that the statement of was seen as major strategy to improve teachers' motivation in basic schools.

The results indicate that there was significant difference from enhancement in study leave and sponsorship in GES, ( $M = 4.39$ ,  $SD = 0.873$ ) Development for staff ( $M = 4.34$ ,  $SD = 1.069$ ), Involve teachers in decision making ( $M = 4.31$ ,  $SD = 1.063$ ), Staff development and training ( $M = 4.28$ ,  $SD = 0.454$ ), Recognize teachers' efforts ( $M = 4.25$ ,  $SD = 1.438$ ), Improvement in social amenities ( $M = 4.22$ ,  $SD = 0.143$ ), Publicly praise teachers ( $M = 4.18$ ,  $SD = 0.573$ ), and Provision of adequate instructional materials/teaching aids ( $M = 4.10$ ,  $SD = 1.163$ ). This analysis provides evidence that each variable statistically significantly has different strategy to improve teachers' motivation in basic schools. The finding supports the view of Gatsinzi and Ndiku (2014) suggested that teachers get satisfied and highly motivated when they are acknowledged by other people including the school leadership, valuing their rendered services and commitment to the service. The recognition should not come only from immediate superiors like the school and district education

management but also from higher authorities such as regional and national education management. Similarly, Nzulwa (2014) study confirmed that teacher motivation is due to love for their job, a sense of feeling, a moral responsibility, and obligations to perform their duties as members of society. This will not work for some teachers in the district who are burdened by economic pressure and not able to meet their families' budget. Also, Akuoko et al. (2012) study confirmed that only 7.9% of teacher respondents were motivated by recognition and respect. However, one should not be surprised, the rising cost of living is having a toll on teachers, diminishing their intrinsic love for teaching for extrinsic rewards. Akuoko, Dwumah, and Baba also stated that 5.6% of teacher respondents opted for academic performance as a factor of motivation. This revelation clearly indicates that the academic performance of pupils is becoming a non- motivational factor for teachers. The reality is that the low salary level of teachers increases their economic hardship shrinking their students' performance motivation for material interest.

Additionally, the finding of Dörnyei's (2001) cited in Akuoko et al. (2012) study found a significant relationship between intrinsic motivation and teaching where an internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Another intrinsic motivational strategy is an enhancement in job security. World Bank (2007) said to increase stability in remuneration, appointments, and lack of fear or threat of dismissal guarantees job security. Teachers should not also be threatened to be denied promotions. As such, newly trained teachers who passed their professional exams back at their training institutions should not be kept on probation over two years without being confirmed. Guaranteeing of job security by confirming them will motivate newly trained teachers as professionals to be retained in rural areas. This is because professionals

who remain at a particular level or kept temporary for a long time may be frustrated and resist being retained in rural areas.

#### 4.5 Hypothesis Testing

1. H<sub>0</sub>: There is no statistically significance influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District.

H<sub>1</sub>: There is a statistically significance influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District.

The testing of hypothesis was subjected to statistical analysis using simple regression analysis to test the influence of motivation on teacher effectiveness. Results are presented in Table 4.10, 4.11 and 4.12.

**Table 4.10 Model Summary**

Model	R	R Square	Adjusted R-Square	B	Std. Beta	t-value	F-Test	p-value
	0.848 <sup>a</sup>	0.720	0.717	0.994	0.848	17.251	65.61	0.000 <sup>a</sup>

a. Dependent variable: Teacher Effectiveness  $P \leq .01$

b. Independent variable: Motivation

The results show that there was a significance motivation on teacher effectiveness which was  $F=97.61$  and  $p=0.000$ . The result indicates teachers’ motivational packages had strong and high positive effect on teacher effectiveness ( $R^2 =0.720$ ,  $b=0.848$ ,  $t$ -value= $17.251$ ,  $p$ -value= $0.000$ ).  $R^2$  indicates the degree of association between

motivational packages and teacher effectiveness. On the basis of analysis, it was found that 72% variance in teacher effectiveness is being accounted by motivation. This implies that for every unit increase in motivational packages, there is corresponding increase in teacher effectiveness by 72%. Also, 72% increase in teacher effectiveness is attributed to teachers' motivation. In this situation, there was a possibility of other percentage residual which was about 28% contributed by other factors that were not measured in this study. Here, the findings of the study agreed with Mustafa and Othman's (2010) findings that significant relationship influence motivation and performance. Ahiauzu, et al. (2011) also found that motivation through rewards and incentives help the teachers to improve job performance. Teachers in public schools are not well motivated and that could affect their performance. Davidson (2005) found that bad working conditions have adverse effects in teacher's performance. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance. Two factor theories stated that satisfied employees are better motivated and achieve their targets efficiently as compared to dis-satisfied employees. Bishay (2006) found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem and recognition.

**Table 4.11 ANOVA Results**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
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Regression	4	5.330	4.41	.000
Residual	74	0.879		
Total	75			

a. Dependent Variable: Teacher Effectiveness  $P \leq .01$

b. Predictors: motivation

The Analysis of variance (ANOVA) results as shown in Table 4.6 further confirms that the model fit is appropriate for this data since p-value of 0.000 which is less than 0.05, with 49 degrees of freedom. This implies that there is a significant positive influence between motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District of the Ashanti Region.

**Table 4.12 Coefficients**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-4.2516	.043		.000	1.000
	Motivation	.250	.101	.209	2.483	.018

a. Dependent Variable: Teacher Effectiveness  $P \leq 0.5$

b. Independent variable: Motivation

The regression analysis sought to determine significance influence of motivation on teacher effectiveness in basic in basic schools at Ahafo-Ano South East District. The study found significant influence of motivation on teacher effectiveness (beta .209, t 2.483, sig. 0.18). The study shows that a change in motivation has significant effects on teacher effectiveness. When teacher motivation improves, teacher effectiveness would also

improve. The finding support the idea that motivation is important for teacher effectiveness in basic schools.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarizes the finding of the study, conclusion, recommendations and suggestion for further studies.

#### 5.1 Overview of the Study

The study assessed the influence of motivation on teacher effectiveness in basic schools at Ahafo-Ano South East District of the Ashanti Region. Specifically, the study sought to identify existing motivational tool mostly used in basic schools, find out the effectiveness of teachers in basic schools and suggest strategies to improve teacher motivation. Descriptive survey design was used. The study involved basic school teachers. Purposive sampling technique was used to select teachers. Data were collected from seventy five teachers using questionnaire. The data were analysed using frequencies and percentages, mean and standard deviation and simple regression.

#### 5.2 Summary of Findings

The study revealed the following major findings:

1. On existing motivational tool mostly used, the findings showed that the condition of service in GES such as promotional opportunities, opportunity for advancement and job security are giving to teachers by their superiors. The superiors also appreciate the work of the teachers and give reasonable periodical increase in salary. The working conditions and the existence of good working relationships with superiors are the most established motivational tools that exist in basic schools in Ahafo-Ano South East District of the Ashanti Region.

2. On effectiveness of teachers, the study revealed that focusing on learning outcomes and growth of students provide a perspective of effective teaching engaging students in activities and making the most effective use of instructional time. Teachers used variety of teaching methods and materials during teaching so that students do not become bored. It was also found that teachers are good communicators. They use the knowledge of their students' interests to help meet the needs of the students. They plan to informally assess students as the lesson is being implemented and stick to the point when answering questions from them. These were statistically significant to effective teacher.
3. On strategies, it was found out that teachers salary linked with qualification in GES. Study leave with pay should be provided to all teachers. Teachers should be involved in decision making. Staff development and training programmes should also be organized for teachers. Recognizing teachers' efforts and provision of adequate instructional materials/teaching aids were identified as the strategies to improve teachers' motivation in basic schools.
4. The study found statistically significant influence of teacher motivation on teacher effectiveness. That is provision of motivation to teachers ensures their effectiveness in basic schools.

### **5.3 Conclusions**

Based on the findings of the study, it is concluded that motivational tools existing in basic schools in the Ahafo-Ano South East District of the Ashanti Region are many, cutting across periodical increase in salary, working conditions, good working

relationships with superiors, job security and promotional opportunities in GES, among others.

It is also concluded that the professional practice of the teacher is important in facilitating the growth of students, helping students to meet their needs, especially through management of the classroom environment.

It is finally concluded that basic schools teacher in the Ahafo-Ano South East District can be motivated by involving them in decision making, providing them with study leave with pay, organizing staff development, training programmes for them, among others. Motivation promotes the effectiveness of teachers in basic schools.

#### **5.4 Recommendations**

On the basis of the findings of the study and conclusions drawn from them, it is recommended that:

1. The Ahafo-Ano South East District Directorate should increase the use of motivational tools existing in basic schools to increase teachers performance.
2. The Ahafo-Ano South East District Directorate should place emphasis on the professional practice of the teachers recruited so that such teachers can facilitate the growth of students and help them meet their needs.
3. The headteachers of the basics schools in the district should involve teachers in important decision making and have the welfare of the teachers in terms of study leave with pay and staff development at heart.
4. It is again recommended that headteachers need to reinforce the use of motivational tools to boost the morale of teachers to give of their best to students

### **5.5 Areas for Further Research**

1. The research was limited to Ahafo-Ano South East District. It is suggested that further research be done to cover other districts to present the true picture of teacher motivation and teacher effectiveness.
2. The study used only teachers, further study should involve headteachers to confirm responses from teachers.



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**APPENDIX A**

**Appendix**

**UNIVERSITY OF EDUCATION, WENNIBA**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**MOTIVATION QUESTIONNAIRE FOR TEACHERS**

This questionnaire is designed to elicit response motivation and teacher effectiveness in basic schools at Ahafo-Ano South East district of Ashanti Region. Information you will provide will be treated strictly confidential and entirely used for purposes of this study. Please kindly response to the items below

**SECTION A**

Please tick [] in the appropriate box provided to indicate your answers.

1. What is your gender?

- a) Male           [  ]
- b) Female        [  ]

2. What is your age?

- a) Below 25      [  ]
- b) 26-35         [  ]
- c) 36-45         [  ]
- d) 46-55         [  ]
- e) Above 55     [  ]

3. What is your marital Status:

- a) Single         [  ]
- b) Married        [  ]
- c) Divorce        [  ]

4. What is your academic qualification?

- a) Bachelor Degree
  - b) Masters
  - c) Diploma
5. What is your present rank in the GES?
- a) Assistant Director I
  - b) Assistant Director II
  - c) Principal Superintendent
  - d) Senior Superintendent I
  - e) Senior Superintend II
6. How long have you been worked in your present school?
- a) 5 years and below
  - b) 6-10
  - c) 11-15
  - d) 16-20
  - e) 21 and above





**SECTION B**

**MOTIVATIONAL TOOLS**

Please tick (√) the statement that indicate motivation strategies used in your school.

**Use the Rating: 1=strongly disagree; 2= disagree; 3= uncertain; 4= agree;**

**5= strongly agree**

No	Items	1	2	3	4	5
7	The nature of the work motivates me to work more.					
8	Promotional opportunities in the school motivates me.					
9	There is an Opportunity for Advancement for me in this firm.					
10	The existence of job security in the firm motivates me to do more.					
11	My superior always appreciation the work I do.					
12	Reasonable periodical increase in Salary motivates me to do more.					
13	The Working Conditions in the firm improves my working capabilities.					
14	There is the existence of good working relationships with superior.					
15	There is the existence of good working relationships with my colleagues.					
16	Effective performance appraisal system increases my working efforts.					

**SECTION C**

**EFFECTIVENESS OF TEACHERS IN BASIC SCHOOLS AT AHAFO-ANO  
SOUTH EAST DISTRICT**

Please tick (✓) in the appropriate boxes to indicate effectiveness of teachers in basic schools at Ahafo-Ano South East District.

**Use the Scale: 1=strongly disagree; 2= disagree; 3= uncertain; 4= agree; 5= strongly agree**

No	Items	1	2	3	4	5
17	Focus on the learning outcomes and growth of students.					
18	Provide a perspective of effective teaching.					
19	Engage students in activities and make the most effective use of instructional time.					
20	A variety of teaching methods and materials are used					
21	Teachers are good communicators.					
22	Teachers use the knowledge of their students' interests to help meet the needs of their students.					
23	Teachers plan to informally assess students as the lesson is being implemented.					
24	Stick to the point when answering questions.					

**SECTION D**

**STRATEGIES TO IMPROVE TEACHERS' MOTIVATION IN BASIC  
SCHOOLS AT AHAFO-ANO SOUTH EAST DISTRICT**

Please tick (✓) in the appropriate boxes to indicate strategies to improve teachers' motivation in basic schools at Ahafo-Ano South East District.

**Rate the Scale: 1=strongly disagree; 2= disagree; 3= uncertain; 4= agree;**

**5= strongly agree**

No	Items	1	2	3	4	5
25	Salary should be linked with qualification.					
26	Provision of study leave with pay.					
27	Involve teachers in decision making.					
28	Organise staff development and training programmes.					
29	Recognize teachers' efforts.					
30	Improvement in social amenities.					
31	Provision of adequate instructional materials/teaching aids.					