

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS THAT INFLUENCE MOTIVATION OF PRIMARY SCHOOL  
TEACHERS: A CASE STUDY OF THE TAMALE METROPOLIS

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Education and Communication Sciences, submitted to the School of Graduate  
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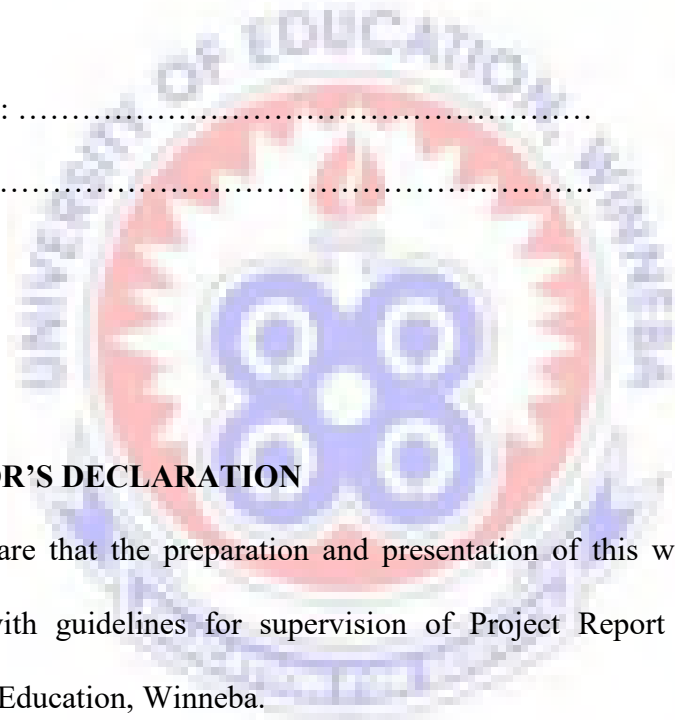
## DECLARATION

### STUDENT'S DECLARATION

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

SIGNATURE: .....

DATE:.....



### SUPERVISOR'S DECLARATION

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

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## **DEDICATION**

To my children Sandra Nasamu, Charles Nasamu and Augustine D. Nasamu.



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## ABSTRACT

The purpose of this study was to assess the factors that influence the motivation of primary school teachers in the Tamale Metropolis in the Northern Region of Ghana. A descriptive survey design was employed. A questionnaire was used to gather data. A total of 250 primary school teachers in the Tamale Metropolis were selected for the study by using the probability proportional to size and the simple random sampling techniques. The quantitative data gathered in this research was analyzed using simple descriptive statistics (tables, graphs, frequencies, percentages, etc) in relation to all the research questions. Findings from the study revealed that motivation of the primary school teachers is largely derived from monetary rewards. Also, the female teachers are more motivated than the male teachers in the Tamale Metropolis. The major factors that influence their motivation include availability of Teaching and Learning Materials, adequate infrastructure, attractive nature of classrooms, teachers' participation in decision making, support from SMC/PTA and Opportunities for further studies. It is recommended that governments should work hard to make the teaching profession attractive and boost the image of teachers. Some ways of motivating the primary school teacher include increase in salary/wages of teachers, provision of adequate Teaching and Learning Materials and responsibility allowance for teachers with additional roles. Others are provision of decent accommodation for teachers in the rural areas and fair and timely promotion of teachers who are due for it.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Throughout the world, the success of an organization depends largely on the quality of its employees. Motivation of employees is very crucial to the long-term growth of any educational system around the world. This implies that the success of any educational institution in general and the Ghana Education Service (GES) in particular, depends on the quality of its teachers. In order for teachers to put up their best, they need to be adequately motivated.

Undoubtedly, the future of nations in general and Ghana, in particular, depends to a large extent, on education. Teachers are a source of guidance in all the crucial steps in the academic life of their students. Perie and Baker (1997) found that the quality of instruction received by students may be impacted by the level of motivation a teacher experiences. They further stated that when teachers are motivated, they can perform their responsibilities with more concentration and devotion.

During a National Conference on Teacher Education held in December 2004 organized by Academy for Education Development (AED), United States Agency for International Development (USAID) and Ministry of Education (MoE) in Pakistan, representatives from the Pakistan Ministry of Education, donors, Non-Governmental Organizations (NGOs), education researchers and teachers highlighted many problems facing school teachers, in particular, low levels of motivation. Again, a United Nations Educational, Scientific and Cultural Organization (UNESCO) report on the „Status of teachers in Pakistan“, published in October 2003, points out that non-transparent

appointment practices, politicization, poor management, lack of transport and security are amongst the major problems that are faced by teachers. Policy makers and other stakeholders may be aware of the motivation crisis in the teaching profession, but to date have been unable to take effective action to address these problems.

The problem of low motivation among teachers in Ghana dates as far back as 1973. According to Kwamena-Poh (1975), the conditions under which one of the pioneer teachers, Philip Quarcoe worked was nothing to write home about. Kwamena-Poh (1975) reports that the Missionary Society which appointed Philip Quarcoe abandoned him. The report also revealed that he was mostly paid in goods and not money. At the time of his death at age 75, the Missionary Society owed him £300 in arrears (Kwamena-Poh, 1975). This perhaps, buttresses the popular saying of these days that “the teacher’s reward is in heaven.” It is worth noting that, perhaps these days, Ghanaian teachers want their reward right here on earth. Despite several efforts by several governments such as study leave with pay, Best Teacher Awards Scheme, etc to address teachers’ concerns in Ghana, some teachers are still not motivated enough to put up their best in the classroom.

Antwi (1992) quoted a Ghanaian Times report of 2<sup>nd</sup> November, 1987 that, between August 1977 and September 1978, 4,000 teachers left the teaching service to seek employment in other countries. The question is, why this mass movement of teachers to other countries for employment when they are already employed? The exodus of teachers is highlighted by Sam-Okyere (2010) who stated that the Ghana National Association of Teachers (GNAT) in conjunction with the Teachers and Educational Workers Union (TEWU) conducted a survey to determine the rate at which teachers are leaving the profession for other jobs, and the reasons which are motivating them to do so.

The survey showed that out of 190,000 teachers on the field, 10,000 of them leave annually because they are not well motivated. The survey further indicated that one-third of them is lost to the financial institutions. A few take up study leave with pay, even if they return to teach, they are paid meagre salaries. Teacher motivation has been heightened in recent times by the various actions and pressures being initiated by unionized teachers (the Ghana National Association of Teachers, the National Association of Graduate Teachers, the Coalition of Concerned Teachers, etc).

According to Afful-Broni (2005), in the olden days teaching was accorded the highest respect any profession could ever attract. Teachers occupied very important positions in the Ghanaian society, as secretaries to chiefs and other traditional leaders, and also played various essential roles as clerical services, but the situation has changed now. It is no secret that teachers currently do not enjoy as much esteem as other recognized professionals. In the view of Afful-Broni (2005), a number of people in Ghana see the teaching profession as a last resort and only join after all other avenues are blocked. This brings about the numerous cases of indiscipline and other forms of misconduct among some teachers. Some people join the profession even though they are not satisfied due to the working conditions and public mockery or scorning of the teaching profession. In reality it seems teachers are especially vulnerable to frustrations during certain periods, some find their situations so intolerable that they feel like leaving, and others, depression and dropping out, and the importance placed on indiscipline.

Mensah (2006) opines that some years ago, in the Ghanaian society, parents showered gifts and contacted teachers for advice on social and political issues. Teachers played the role of effective opinion leaders. Mensah (2006) laments that now it is not so

for them, rather these days, teachers have been pushed off their former position of glory. Their conditions of services keep deteriorating and with them come poor quality teaching, which in turn churns out students who are barely able to read and write. He continued by saying that most teachers especially in the basic and secondary levels, now supplement their incomes by engaging in petty trading, sometimes, to the neglect of their students. In some schools, the teachers operate welfare systems by pooling resources together and helping each other.

Attempts to improve performance in schools will never succeed if teachers' motivation is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated primary school teachers in the Tamale Metropolis are most likely to affect the students' learning positively while the opposite of that may have negative impact on students' performance. Teachers in public schools in Ghana are trained and paid by the government of Ghana. The Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT), etc who are the welfare associations of teachers, have for some time now been negotiating for increased salaries and better conditions of work for teachers. These negotiations at times are accompanied by threats of strike actions when things seem bleak.

The success of education in Ghana should be the concern of all stakeholders with teachers as the key players who could help reduce ignorance, poverty and superstitious beliefs. This makes communities see teachers as focal persons to substantiate the slogan that "all professionals can boast but the teacher taught them all." The Ghana Education Service (GES) in collaboration with government has instituted some form of incentive

packages for teachers. These include housing schemes, car loans, maintenance allowances, study leave with pay, single spine salary structure and recent and yet to be implemented allowances for teachers in deprived areas that will boost up teachers commitment in order to perform more efficiently and effectively towards the targeted result. These are strategies put in place to facilitate commitment among teachers. This study focused on the factors that influence motivation of primary school teachers in the Tamale Metropolis.

### **1.1 Statement of the Problem**

Teacher motivation is a major determinant of job performance in schools. In Zimbabwe, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today's technological society which is undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

Research has shown that teacher dissatisfaction and its effects on teacher retention pose a grave threat to a profession with an increasing demand for members (Darling-Hammond, 1999). This demand is even greater in developing countries such as Ghana, where literacy rates are far below the accepted minimum levels. As noted above, recent studies conducted in some developing countries underscore the fact that more than one quarter of the teachers who left teaching did so because of job dissatisfaction (Henke, Choy, Chen, Geis, Alt, & Broughman, 1997). Numerous complaints about the poor conditions of service of the profession encourages the movement of teachers from the



teaching profession to other professions and institutions, for example, the Ghana Police Service, the Ghana Armed Forces, the financial institutions, etc.

Ghana is no exception to the problem of low motivation of teachers. When some of the teachers in the system are not motivated in their job, it affects their performance. The problem worsens when such teachers decide to leave the system for „greener pastures.“ A survey conducted by GNAT reveals that between 1966 and 1975, 600 graduate teachers left the service. Between January and November 1978, 238 graduate teachers resigned and from 1978 to 1980, the figure rose to over 1,000. If things were fine with the teachers, they would have remained in the service. The spate of resignation raise questions as to why teachers are continually leaving and professionals of other sectors are not joining the teaching service. According to Ngala (2010), in Ghana most of the teachers leave the service soon after graduation for one reason or the other. Statistics indicate that over twenty percent (20%) of graduate teachers some of whom teach in the primary schools leave the service annually either to join other sectors in the country or to travel outside for greener pastures.

According to Sam-Okyere (2010), the Ghana Education Service estimates the teacher demand of the country at 270, 000. The number of teachers on the field as at 2010 was 190,000, thus the country was in a deficit of 80,000. All the Colleges of Education in Ghana collectively graduate about 9,000 new teachers annually (Sam-Okyere, 2010). When this figure is juxtaposed with the 10,000 that leave the profession annually, there is a net of 1,000 new vacancies which are created, and this figure will cumulate until an antidote is sought for and applied. This means that if the situation should continue as it is, the 190,000 on the field would be reduced to 150,000 in 50 year“s time (Sam-Okyere,

2010). The vision of GES to get teachers to fill all these vacancies in the profession may only be a mirage, conjuration and an illusion. Teaching has become an “employment of the last resort” among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Teachers are paid considerably less than other professions (Bennell, 2000).

Over the years, the Government of Ghana seem to have taken certain measures such as Best Teacher Award Scheme, acceleration of promotion, salary increment, study leave (although there are quotas) and distance education to motivate teachers, but the researcher’s interactions with some of them seem to suggest that some of these teachers still do not talk positively (are not adequately motivated) about their job. Some pertinent questions one may ask are: Why are teachers not giving in their best in the profession? What kind of motivation do they need? In view of these, it is pertinent to have an in depth investigation in order to answer these questions.

Quite a number of research works have been done on the subject of motivation of teachers in Ghana. For instance, Ngala (2010) wrote about retaining the graduate teacher in the Ghana Education Service. Seniwoliba (2013) also explored teacher motivation and job satisfaction in Senior High Schools in Tamale Metropolis. However, little has been done on the factors influencing the motivation of primary school teachers. It was for this reason that this research sought to fill this knowledge gap. The researcher intends to investigate the factors that influence the motivation of primary school teachers in the Tamale Metropolis.

## **1.2 Purpose of the Study**

The purpose of this study was to assess the factors that influence the motivation of primary school teachers in the Tamale Metropolis in the Northern Region of Ghana.

## **1.3 Objectives of the Study**

The study sought:

1. To explore the concept of teacher motivation among primary school teachers in the Tamale Metropolis.
2. To ascertain which gender of primary school teachers in the Tamale Metropolis is more motivated in the teaching profession.
3. To explore the factors that influences the motivation of primary school teachers in Tamale Metropolis.
4. To examine ways of motivating primary school teachers in the Tamale Metropolis.

## **1.4 Research Questions**

The study was guided by the following research questions.

1. How do primary school teachers in Tamale Metropolis understand the concept of teacher motivation?
2. Which gender of primary school teachers in Tamale Metropolis is more motivated in the teaching profession?
3. What are the factors that influence the motivation of primary school teachers in the Tamale Metropolis?

4. How can primary school teachers in the Tamale Metropolis be motivated?

### **1.5 Significance of the Study**

This study will be useful in a number of ways. In the first place, it will help us determine the factors that motivate primary school teachers in the Tamale Metropolis and by extension, Ghana. It will also reveal whether female teachers are more motivated in the teaching profession than their male counterparts or vice versa.

The government, Ghana Education Service and Ministry of Education may find this research useful because they will have information on what to take into consideration in order to address the motivational needs of primary school teachers in particular and teachers in general, for better performance.

Moreover, management or leadership of primary schools will have information on what such teachers need in order to be motivated to put up their best. This is so because at the end of the research, the teachers will reveal what they expect from management.

This research may also be of help to parents who have their wards in schools. The students stand to benefit when the teachers' concerns are addressed and they put up their possible best. This could lead to better performance on the part of pupils.

The study could also be of significance to GNAT, NAGRAT and other teacher unions since the research report would give them a fair view of teacher motivation and consequently guide them to negotiate on behalf of teachers.

Last but not least, the study will also be of benefit to future researchers in the sense that it could give them a further insight to the issue of teacher motivation. This may serve as a basis for further research on the phenomenon of teacher motivation.

## 1.6 Delimitations of the Study

Motivation is a broad concept which does not comprise only one unitary component, but viewed as a construct with several factors. The scope of the study centered on the factors that influence the motivation of primary school teachers in the Tamale Metropolis. This study was confined to some primary school teachers in the Metropolis. The reason is that, it was not possible to cover all the primary schools in the Metropolis since it required financial and supervisory roles which did not permit the researcher to accomplish the task within the specified time frame and also due to the fact that the research was qualitative in nature. However, considering that all schools had similar characteristics, the findings of this study could be objectively generalized to apply to other schools in the Metropolis and the country at large.

## 1.7 Limitations of the Study

This research would not be complete without some obstacles. Some of the challenges that the researcher encountered in the course of this study include the non-generalizability of the findings. This is because a relatively small sample size was used for the study. Moreover, the issue of subjectivity could arise in selecting the sample for the study and in analyzing the data. The researcher also encountered the inadequacy of resources (time, money and other material resources) for the study.

## 1.8 Operational Definitions of Key Terms

**Motivation:** Enthusiasm for doing something.

**Teacher:** A trained person who facilitates the teaching and learning process of students.

**Graduate teachers:** Teachers who have been awarded a Bachelor's Degree qualification.

**Satisfaction:** A pleasant feeling one gets from doing something or receiving something one wanted.

**Gender:** The physical condition of being male or female

**Metropolis:** A big city that meets a certain criteria (category of population) in any region in Ghana.

### **1.9 Organization of the Study**

This study was made up of five major chapters. Chapter One provides the introductory aspect of the study. It covered the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study as well as operational definitions of key terms used. Chapter Two is devoted to the review of related literature on the study. Chapter Three captures the methodology employed for the study, while Chapter Four deals with the presentation, analysis and discussion of results. Chapter Five summarizes the findings of the research, conclusions drawn and recommendations, and provides suggestions for future research.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

In this section, relevant literature on the study has been reviewed. In this chapter, literature relating to the concept of motivation was reviewed. Some theories of motivation have also been reviewed. In this direction, content theories and process theories of motivation were explored. The content theories include Abraham Maslow's Hierarchy of Needs Theory, Alderfer's ERG Theory, Herzberg's Two-Factor Theory and McGregor's Theory X and Y. The process theories reviewed are the Expectancy Theory, Goal-setting Theory, Equity Theory and the Reinforcement Theory. The conditions of service of teachers have been reviewed too. Factors that influence teacher motivation have been reviewed. In this regard, focus was on gender and other factors influencing teacher motivation. The literature review ends by exploring some strategies to motivate primary school teachers.

#### 2.1 The Concept of Motivation

The study of motivation began to flourish in the 1930's due to the influence of the Hawthorne investigators (Roethlisberger & Dickson, 1939). Industrial psychologists shifted their focus from workers' attitudes and tried to explore whether employees' working performance could be improved by the emphasis of friendly employee-management relations. Motivation is a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the targets of an organization or institution.

According to Bennell and Akyeampong (2007), motivation is a broad concept, involving both characteristics of the individual and external factors and it is open to varied interpretations in the field of education. Thus, different scholars define the concept of motivation differently and, among them, are Robbins and Judge (2008) who define it as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal” (p. 69). In the view of Mbua (2003), the term motivation refers to the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a state that energizes and guides behaviour.

Vroom (1995) defines the concept of motivation as “a process governing choices made by persons or lower organisms among alternative forms of voluntary activity” (p. 7). Motivation is the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal (Greenburg & Baron, 1995). Moreover, Myers (1995) sees motivation as a need or desire that serves to energize behavior and to direct it toward a goal. Tracy (2005) defines motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. Motivation could be defined as the processes and factors that influence people’s behaviour towards the achievement of a set goal. In other words, motivation refers to internal and external factors that drive people to continually behave in a particular way.

Henry Ford, an American Industrialist pointed out the importance of human resources by saying: “Take my business, burn up my building, but give me my people and I will build the business right back again” (Khan, Aslam, & Lodhi, 2011).



Undoubtedly, these are the employees of the institution who can take an institution towards prosperity with their hard work and determination and they can also lead an institution towards its downfall if their needs are not being identified and satisfied.

## **2.2 The Concept of Teacher Motivation**

It has been realized that motivation of teachers has been the focus of considerable research in recent decades (De Nobile, 2003). Attempts to improve performance in schools might not succeed if teacher motivation is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated primary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation if the goal of education is to be achieved. Mbua emphasizes the significance of this phenomenon to all schools when he says:

Generally speaking, neither regulations nor resources, neither technical innovations nor programme reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviours in ways that link educational programme requirements to student learning needs. The term motivation and job satisfaction are very important and are major concerns in all organizations (2003; p. 301).

This means that teacher motivation is phenomenon which could contribute to school performance in the primary schools in Tamale Metropolis.

According to Czubaj (1996), when teachers are motivated, not only do the students do better in school, but they become motivated about the process of learning, repeating a positive cycle. Lumsden (1998) concurs as she states: when teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be the beneficiaries. High levels of morale also tend to “motivate, stimulate, encourage, and energize” staff members to do a better job (Evans, 1992). Thus, if teachers are motivated with their job, they will stay in teaching and put up their best. This could lead to an improvement in the performance of the pupils and general educational standards.

To realize the goals of education, Wedgwood (2007), for instance, notes that the government of Tanzania is devoted to ensuring an increase in accessibility and improving the quality of education at all levels including secondary education. The government is making great efforts in cooperation with other stakeholders to ensure education achieves its purposes. Such efforts will prove futile if teachers’ motivation concerns are not addressed by school administrators.

### **2.3 Theoretical Framework**

The theories of work motivation aim at explaining what motivates the behavior of people at work. These theories are concerned with identifying needs and drives that people have and how these needs and drives are prioritized. Okumbe (1998) explains that the motivation theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied so as to improve their performance

at work. Traut, Larsen, and Feimer (2000) indicated that job satisfaction was an important issue for public managers and that it involved the motivation of employees.

### **2.3.1 Theories of Motivation**

There are many competing theories which attempt to explain the nature of motivation. These theories help to explain the behaviour of certain people at certain times. Any theory, which aids in understanding how best to motivate people at work, is useful. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager in an organization. The existence of many theories shows that there are many motives or factors which influence people's behaviour and performance (Mullins, 1996). This implies that there are several factors that influence the primary school teacher in carrying out his work leading to how motivated he is with the work.

When it comes to motivation of teachers, the question then is, what can be done to motivate teachers? The first theory to be discussed is that of Fredrick Taylor's (1911) Scientific Management Theory. Taylor believed that the only thing that motivates employees was "more money". According to him, one had to devise a way of tying the productivity of employees into the way they were paid. Thus, if teachers are paid well, they will perform their duties effectively and this could cause them to be motivated in the job they do. Taylor's approach was later criticized for failing to recognize the complexity of human motivation. People are motivated by many factors, some of which money provides and some of which it does not. The shortcomings in Taylor's theory led to the

research study on motivation referred to as “the Hawthorne studies” by Elton Mayo (1924). The studies concluded that man was a “social animal” and that basically man was motivated by social factors and not economic factors as suggested by Taylor.

The Hawthorne studies gave rise to the human relations approach to understanding motivation. Some human relations theories explain the subject of motivation in terms of human needs. This school of thought has been referred to as the “need or content school of thought”. This school focused on “what” motivates people. Another school of thought looked at motivation as a process - “process school of thought” and they focused on “how” behaviour is motivated (Tosi, Rizzo & Carroll, 1994).

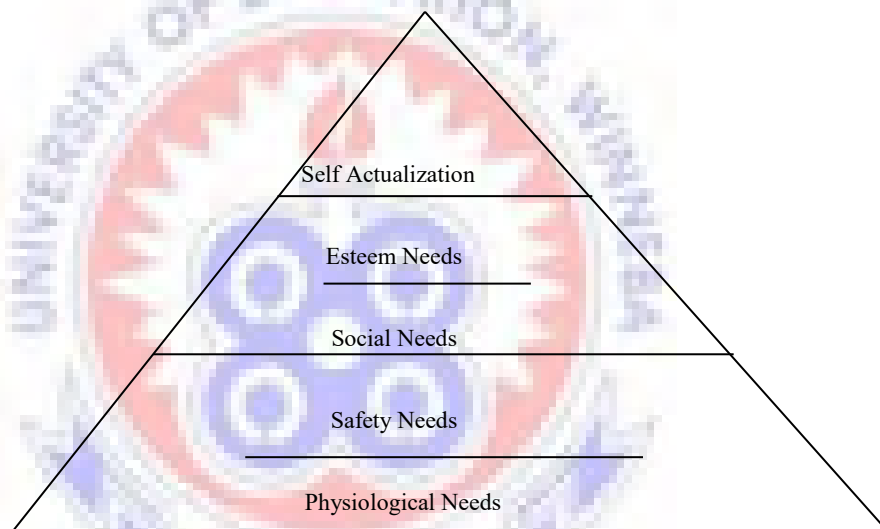
### **2.3.2 Content Theories of Motivation**

The scientific basis of content theories is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviours are therefore motivated by unsatisfied needs (Armstrong, 1999). This review focuses on the following content theories: Maslow’s Hierarchy of Needs Theory, Aldefer’s ERG Theory, Herzberg’s Two-factor Theory and McGregor’s Theory X and Theory Y.

#### **2.3.2.1 Abraham Maslow’s Hierarchy of Needs Theory**

Maslow’s (1943) theory of human motivation is based on the assumption that, needs that are not satisfied influence the behaviour of people. Abraham Maslow propounded this theory of motivation several years ago. In his theory, Maslow claims that

human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest. An individual's needs at any level on the hierarchy emerge only when lower level needs are reasonably well satisfied. These needs are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) self esteem, ego or status needs and (5) the need for self actualization (Maslow, 1987; D'Souza, 1989 & Mbua, 2003). Maslow's hierarchy of needs is usually presented in the form of a pyramid as seen in Figure 2.1.



Source: Afful-Broni (2004).

### **Figure 2.1. Maslow's Hierarchy of Needs**

Afful-Broni (2004) is of the view that, in Abraham Maslow's theory of motivation, there are general types of needs (physiological, safety, love, esteem) that must be satisfied before a person can act unselfishly, honourably, and be better able to contribute to the organization's work. Robbins and Judge (2008) provide a tabular description of each of the levels of Maslow's human needs (See Table 1).

**Table 2.1: Description of Maslow's Human Needs**

<b>Needs</b>	<b>Description</b>
Physiological	Includes hunger, thirst, shelter, sex, and other bodily needs.
Safety	Includes security and protection from physical and emotional harm.
Social	Includes affection, belongingness, acceptance, and friendship.
Esteem	Includes internal factors, such as self-respect, autonomy, and achievement, and external esteem factors, such as status, recognition, and attention.
Self-actualization	The drive to become what one is capable of becoming; includes growth, achieving one's potential, and self-fulfillment.

Source: Robbins & Judge (2008; p. 70).

From the figure 1 and table 1, physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. These needs must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure, 1999).

Safety needs emerge when the physiological needs are relatively satisfied and these needs occupy the second level in the hierarchy. These needs include a desire for security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1994). These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution, the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is that of self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is the need to utilize one's potential to the maximum when working with and for others. It is worth noting that once one is satisfied with one level of need, one strives to satisfy needs in the next higher level. However, if the satisfaction of a lower order need is threatened, that need will again show up and the efforts to satisfy all higher order needs will be reduced (Okumbe, 1998).

Maslow's theory lays the basis or foundation of the phenomena of motivation. However, the most controversial question that arises is, whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are arranged hierarchically. It is clear that people have needs which, if not met, they cease to function effectively and that employees go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations. Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees, including teachers, are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity.

While Maslow's needs hierarchy theory is widely known and adopted by some practicing managers, some researchers have criticized its findings. Aldefer (1972)

conducted a cross-sectional study of needs and strengths. The conclusion of the study failed to support the hierarchy concept as described by Maslow.

### **2.3.2.2 Alderfer's ERG Theory**

The ERG Theory of Alderfer was developed in 1972. He modified Maslow's ideas by considering and reducing the five needs to just three. He postulated that there are three main categories of needs; Existence (E), Relatedness (R) and Growth (G) hence, the ERG Theory.

The Existence needs are necessary for basic human existence and they correspond to the physiological and security needs in the Maslow's theory. Next, is the Relatedness needs which are concerned with how people relate to their surroundings or social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. The last but not least is the Growth needs, which are similar to self esteem and self actualization. These are higher level needs which relate to the development of human potential.

Alderfer's theory suggest that a teacher can have for example, safety needs and love needs at the same time or even a basic need and any other need. This is important information that needs to be sought often by educational managers, if they have to appropriately respond to the needs of teachers. Alderfer's theory further suggests that a need may never cease to be a motivator and in fact, he suggests growth needs may increase in intensity the more they are satisfied (Mitchell, 1982).



### **2.3.2.3 Herzberg's Motivator-Hygiene Theory**

Another motivation theory is famously known as the “Two-Factor Theory”. The theory was propounded by Herzberg and his colleagues (Herzberg, Mausner & Snyderman, 1959). The Two-Factor Theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation, states that workers’ satisfaction depend on their need fulfillment (Herzberg et. al., 1959). They conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, Herzberg et. al. (1959) found that the factors causing satisfaction are different from the factors that contribute to dissatisfaction.

In this theory, they identify five factors that influence both motivation and job satisfaction and these include: Recognition, Achievement, Advancement, Responsibility, and Work itself. They refer to these antecedents as “satisfiers” or “motivators”. Additionally, they contend that the above factors are associated with job satisfaction rather than job dissatisfaction. This implies that an attempt to measure motivation and job satisfaction among employees and for that matter, primary school teachers, has to include these job facets/dimensions.

He termed factors associated with dissatisfaction as “Hygiene factors” such as Quality of Supervision, Company Policy and Administration, Working Conditions, Wages, Salaries and other financial remuneration. Precisely factors affecting job satisfaction were comprised of job content (Herzberg, 1968). Herzberg et al., (1959) claimed that hygiene factors are necessary but not adequate to provide ultimate satisfaction. Therefore, heads of schools and GES should also concentrate on the motivators for effective teacher motivation. Sole emphasis on hygiene factors may not

duly enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn't mean they are satisfied; rather motivators need to be activated for employee satisfaction. In this way, both factors are important at two extremes (Naylor, 1999). The theory of Herzberg et al., (1959) has wide implications. For example, school performance largely depends upon effective teaching which is closely related to teacher motivation and their innate qualities. When teachers are motivated towards their job, it further helps to flourish good physical, psychological, and social climate in the classroom.

Woods and Weasmer (2002) assert that teachers' job satisfaction helps to minimize or eliminate teacher attrition and contributes to the improvement of their job performance and in turn influences students' academic performance and achievement in their respective schools. The implication is that educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the factors that really motivate teachers if school performance and effectiveness are to be improved.

Moreover, even though Herzberg and his colleagues made a remarkable contribution in the field of Organizational Behaviour by hypothesizing the "Two-Factor Theory", but like other theories, their theory has been subjected to several criticisms from other scholars. Lunenburg and Ornstein (2004) present three major arguments against Herzberg's Two-Factor Theory. Firstly, the approach he employed to examine hygiene factors dictated the outcomes. Secondly, the treatment of job satisfaction and job dissatisfaction facets as mutually exclusive aspects is questionable. This implies that what Herzberg and his colleagues refer to as "motivators" are both "satisfiers" and

“dissatisfiers”. In other words, the factors that Herzberg regards as satisfiers can also be “dissatisfiers” in another context. Finally, the study did not concentrate on actual motivation, but job satisfaction among employees.

Additionally, Robbins and Judge (2008) highlight five criticisms against the Two-Factor Theory. One of the criticisms is that Herzberg’s approach to measure job satisfaction is methodically limited. The other censure is that the reliability of the method he employed is questionable. Moreover, Herzberg did not employ the overall measurement of job satisfaction. Furthermore, Robbins and Judge argue that the Two-Factor Theory is not consistent with earlier studies. Lastly, Herzberg is criticized for making assumptions on the relationship between employees’ job satisfaction and productivity, but his study method dealt with job satisfaction and not productivity. According to Mbua (2003), Herzberg’s theory of motivation and job satisfaction is built on the basis of a limited study sample of personnel from the field of accounts and engineering. Therefore such findings cannot be used to generalize other contexts.

#### **2.3.2.4 McGregor’s Theory X and Y**

Douglas McGregor studied people’s attitudes towards their work and came out with two opposing assumptions about people and work. This then forms the basis of the actions that their leaders take. It is believed that McGregor’s (1987) two propositions, commonly known as „Theory X“ and „Theory Y“, summarizes a whole set of common assumptions adopted by managers/leaders which in turn determine the nature of the employee response and attitudes towards their work and other people.

Theory X, which has favour with the followers of scientific management, assumes that „people are naturally lazy (and avoid responsibility) and incapable of supervising their own activities“ (Analoui, 1999). That the average human being has an inherent dislike for work and must be coerced, controlled, directed and threatened with punishment to get them to perform well. Also, Theory X people are not ambitious, have little capacity for creativity in solving organizational problems and naturally, resist change.

On the contrary, theory Y argues that, „people are naturally active and willing to undertake work.“ These people are, by nature, physically and mentally energetic. Thus, people do not need to be externally controlled or directed because they will exercise self-direction in pursuit of their objectives. Theory Y people have a capacity to exercise a high degree of creativity, imagination and ingenuity and will seek and accept responsibility under the right conditions. Therefore management do not have to resort to „carrot“ and „stick“ as a means of managing people at work (Walton, 1980).

Invariably, the burden of greater responsibility is placed on the leaders of organizations since it is geared towards empowering a leadership style that promotes group dynamics, effective communication and participatory management and the motivation of the entire workforce. Failing to do so, the managers/leaders of organizations (whether public or private), erode the self-confidence and self esteem of the human resource of their organization, resulting in a workforce reluctant to gain a better self-image and self-awareness (Analoui, 2002).

### **2.3.3 Process Theories of Motivation**

Process theories are also referred to as cognitive theories because they are concerned with people's perception of their working environment and the ways in which they interpret and understand it. This study focuses on four process theories of motivation, namely, Expectancy theory; Goal-setting theory; Equity theory and Reinforcement theory.

Armstrong (1999) explains that the process theories are useful in understanding the complexities of human behaviour. They explain why different people have different needs and goals, why individual needs change and how employees change to try and satisfy needs in different ways. The process theories are considered useful to managers than the need theories because they provide more realistic guidance on motivation techniques (Armstrong, 1999).

#### **2.3.3.1. Expectancy Theory**

Greenberg and Baron (2000) are of the view that the expectancy theory is based on three different types of beliefs: expectancy, instrumentality and valence. The expectancy theory was originally contained in the Valency-Instrumentality-Expectancy (VIE) theory which was formulated by Vroom. The theory seeks to predict or explain task-related effort, which is perhaps the most comprehensive motivational theory. The VIE theory suggests that motivation is a function of the perceived relation between effort, performance and desirability of consequences associated with performance outcomes. Expectancy is based on the belief that a particular level of effort will be followed by a particular level of performance. Kreitner and Kinicki (1998) observe that Vroom's

terminology represents an individual's belief that a particular degree of effort will be followed by a particular level of performance. In other words effort leads to performance expectation. If teachers put up the best of effort in teaching, it is expected to lead to high performance of both the teachers and the pupils they teach which could influence the job satisfaction and motivation of the teachers.

According to Vroom, the following factors influence an employee's expectancy perception: self-esteem; self-efficacy; previous success at the task; help received from a supervisor and subordinates; information necessary to complete the task; and good materials and equipment to work with. Instrumentality relates to the individual's perception of the probability/chance that a specific level of performance will lead to various outcomes of reward or punishment.

### **2.3.3.2 Goal-setting Theory**

Goal-setting theory developed by Latham and Locke cited by Greenberg and Baron (2000) maintains that motivation and performance are higher when individuals have set specific goals. According to Tosi et al. (1994), the thinking here is that motivation is driven primarily by the goals or objectives that individuals set for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. This implies that primary school teachers who set higher goals for themselves will do better than those who set lower goals for themselves. Consequently, the achievement of higher goals set could influence the motivation of the teachers.

In addition, the theory states that someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague. Gordon (2002) observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increases and remains high. Kreitner and Kinicki (1998) argue that more recently, goal setting has been promoted through a widely used management technique called Management By Objectives (MBO). MBO is a management system that incorporates participation in decision making, goal setting and objective feedback. Goal setting has been successful in improving performance because the method directs attention, regulates effort and increases persistence (Kreitner & Kinicki, 1998).

### **2.3.3.3 Equity Theory**

Mullins (1996) notes that equity theory is concerned with the perceptions people have about how they are being treated compared with others. This theory was expounded by J. Stacey Adams. Equity theory states that, people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. In other words equity, fairness and justice in the work place are major factors in determining motivation whereas unfairness is a major source of demotivation. According to Kreitner and Kinicki (1998), equity theory claims that people are motivated to maintain consistency between their cognitive beliefs and their behaviour. Perceived inconsistencies create cognitive dissonance (physical discomfort), which in turn, motivates corrective action. By extension, if primary school teachers in the Tamale Metropolis perceive that there is no

fairness, justice and equity in their conditions of service as compared to other workers, they could be demotivated.

They further indicate that employees input (for which they expect a just return) includes education, experience, skills and effort. On the outcome side of the exchange, the organization provides such things as pay, fringe benefits and recognition. On the job feelings of inequity revolve around a person's evaluation of whether he or she receives adequate rewards to compensate for his or her contributive inputs. The inputs show what the employees provide in the organization and the expected outcome for each kind of input. Hellriegel, Slocum and Woodman (2001) state that according to equity theory, if people perceive that they are being treated unfairly they are likely to look for justification for the treatment. Failure to find any may cause them to behave in ways that harm the organization. For example, the organization may lose the valuable talents of high performers or dissatisfied employees stay on in the organization may resort to withhold effort which may reduce output or lower quality.

#### **2.3.3.4 Reinforcement Theory**

Reinforcement theory which was formulated by Skinner is based on Skinner's classical experiments (Hellriegel et al., 2001). It shifts emphasis from the employee's underlying needs and cognitive processes to the rewards and punishments in the work environment. The two underlying assumptions of the theory are that human behaviour which is followed by a pleasant consequence is more likely to be repeated. Hellriegel et al. (2001) provide an example of an employee who receives a reward (a bonus, a compliment, or promotion) for superior performance. The employee is likely to continue



performing well in anticipation of future rewards. The other assumption is that if the consequence of a particular behaviour is unpleasant (management's disapproval or a demotion), the employee will tend to modify that behaviour.

The four basic reinforcement strategies are:

**Positive reinforcement** – administration of positively rewarding consequence following desired behaviour.

**Negative reinforcement** - removal of negative consequences following desired behaviour.

**Extinction** - withdrawal of positive reward or reinforcing consequences for an undesirable behaviour.

**Punishment** - administration of negative consequences following undesirable behavior (Ngesa, 2001).

However, Robbins (1998) argues that reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action. He further argues that because it does not concern itself with what initiates behaviour, it is not strictly speaking, a theory of motivation. However, Robbins observes that it does provide a powerful means of analysis of what controls behaviour. Consequently, it is included in this discussion of motivation.

The different theories discussed above provide a framework with which to direct attention to the problem of how best to motivate staff to work willingly and effectively. It is important to note that the theories are not conclusive. They all have their critics or have been subjected to alternative findings which purport to contradict the original ideas. However, the different theories provide a basis for study and discussion and for a review

of the most effective motivational style (Mullins, 1996). Kreitner and Kinicki, (1998) argue that motivation theories presents managers with a psychological puzzle because there is no motivation theory that is appropriate in all situations, all the theories are applicable in improving employee effort.

## **2.4 Conditions of Service of Teachers**

One significant function of every profession is to seek for improved conditions of service for its members. It is therefore not out of place for teachers, including primary school teachers in the Tamale Metropolis to seek for better conditions of service. Afful-Broni (2005) noted that the Ghana Education Service Council has printed a booklet on conditions of services and code of professional conduct for teachers, and that its effort must be commended since it demonstrates a commitment of administration on the welfare of teachers. The booklet makes provision for the guidelines on entering the service, probation period, confirmation, promotion, salaries and increments of salaries, sick leave and others. A greater portion of the Ghana National Association of Teachers and National Association of Graduate Teachers“ activities has been spent in fighting for better working conditions of services their teachers.

It is now evident that teachers have slightly better working conditions of service in terms of salaries, allowances, annual leave and others. Afful-Broni (2005) revealed that the conditions of service have been codified and made available by G.E.S to teachers since August 1977. Furthermore, Afful-Broni (2005) concluded that as human institution, we must admit that due to human weakness and inefficiency on the part of some officials

in the district, regional or national offices, things look much favorable on paper than in real life.

Therefore, the working conditions of service of teachers play a crucial role in decisions of the teachers to leave teaching in Ghana Education Service, and they contribute to decisions to leave the profession altogether. It may not be surprising that teachers' plans to remain in teaching are highly sensitive to their perceptions of their working conditions. The proportion of teachers who plan to remain in teaching as long as they are able, are strongly associated with how teachers feel about the working conditions of service, resources and influence over government policies in Ghana Education Service.

It may be due to these perceived poor working conditions, poor salary, poor motivation, lack of job satisfaction, inequitable wages that continue to increase high turnover of teachers especially the young graduate teachers whose job searching has been enhanced. Significantly, worse working conditions including poorer facilities, less availability of resources and larger class sizes that teachers are significantly more likely to say, may contribute to their plans to leave Ghana Education Service.

Working condition is a key to understanding the teaching profession in the world today (Mereku, 2000). Identifying what makes the teaching profession attractive and retaining the teacher in the service, is vital. Working conditions must be viewed as a whole in order to build up a proper understanding of what teachers do, how they do it as well as how much they are paid to do what they do, in order to give a clear picture of why there is teacher attrition. The need to ensure sufficient numbers of graduate teachers and appropriately qualified teachers has been the subject of debate in educational sector in developing countries. Conditions of service thus, have a direct bearing on the flows of

teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of jobs.

## **2.5 Factors that influence the Motivation of Teachers**

Several factors play a role in the motivation of employees at the workplace. So is the case with teachers in the various schools they find themselves. These factors may have an influence on the motivation of the teacher and subsequently affect his or her performance. It is therefore important that attention be paid to such factors in order to achieve the desired results of the school (improved teaching and learning). The current study reviews some demographic, organizational and organizational practice factors that influence the motivation of teachers.

### **2.5.1 Demographic factors**

#### **Age**

Research findings of several studies indicate varying degrees of motivation levels of employees at the workplace. According to Schulze and Steyn (2003), motivation levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between. Possible reasons for this curvilinear pattern, according to studies in the United States and United Kingdom (Spector, 2003), are that the new incumbents to the fraternity are intrinsically motivated to „make their mark“, obtain permanency in the profession, and fulfill their personal aims and ambitions. This is in keeping with Maslow’s need for self-actualization (Spector, 2008).

Being neophytes to the profession, their levels of motivation would be high. The levels of motivation, but more so job satisfaction among the more senior employees, i.e. those with high work tenure, are also high since they are deemed to be happier with the prospect of retiring after serving the fraternity for a lengthy period of time. Employees midstream in their careers are generally deemed to have lower levels of motivation in view of the fact that they may have been overlooked for promotions, their home environments may yet be unsettled with their own children still studying at various institutions, and they may be expected to adapt to changing scenarios at the workplace, such as curricular and other legislative changes.

Schulze and Steyn (2003) and Spector (2003) explain motivation of employees in age cohorts as follows:

Group 1: Teachers between the ages of 20 and 27 years are committed to marriage, children and job mobility and are in the process of building a stable future for themselves and their families while leaving their options open.

Group 2: Teachers between the ages of 28 and 33 years are concerned about career issues, marriage, parenting, location and owning a home.

Group 3: Between the ages of 34 and 39 years, teachers question their accomplishments or lack thereof.

Group 4: The period between the ages of 40 and 47 years is generally one of unfulfilled ambitions and ambivalence.

Group 5: From age 47 up to retirement, teachers generally resist change, and are fixed in values and purpose.

## **Gender**

Research concerning gender as a determinant of motivation of employees at the workplace is limited (Schulze & Steyn, 2003). Tolbert and Moen (1998) state that men and women attach value to different aspects of the job: women place greater emphasis on and assign priority to work that provides them with a sense of accomplishment. They add that female teachers generally desire amicable relationships with learners, and workloads and working hours that are compatible with their roles as mothers or homemakers. They appreciate being at home during holidays and being able to accommodate their children during the afternoons. Motivators to them also include salary and security, although teacher salaries have always been a debated issue.

Female teachers deemed as demotivators the following: biased evaluation for merit and for promotion, non-participation in decision-making and an inequitable workload. Many female teachers viewed the voluminous administrative work as unnecessary and demotivating (Schulze & Steyn, 2007). Contrary to the above, numerous studies in the United Kingdom and elsewhere indicate that female teachers exhibit higher levels of motivation than male teachers (Crossman & Harris, 2006). Research by Ma and MacMillan (1999) and Kanfer and Ackerman (2000) also reveal that female teachers are more satisfied in their work than male teachers and therefore take pride in their work, are always conscious of their self-esteem and display a love for their subjects.

Consistent with this view, Fresco, Kfir and Nasser (1997) state that married female teachers tended to be more satisfied than both their unmarried counterparts as well as male teachers. Possible reasons for these differences are that women generally occupy

lower status positions, have lower expectations, and are more satisfied at work. Men (more than women) also view teaching as a low status career (Crossman & Harris, 2006).

### **Job tenure**

Job tenure refers to the number of years of service an individual has as an employee of an organization, similar to the demographic factor age. Studies by Schulze and Steyn (2003) and Spector (2003) reveal that there is a relationship between job tenure and the levels of motivation of individuals.

### **Educational level**

Educational level refers to the qualification/s that employees hold in relation to the work requirements of their jobs. Research findings differ markedly in respect of the correlation between educational level and motivation of individuals. Research by Bull (2005) reveals findings ranging from no significant relationship between educational level and motivation on the one hand, to an inverse relationship between the constructs on the other. An inverse relationship would mean that the higher the educational levels, the lower the motivation. A positive relationship implies that the higher the individual's qualifications, the higher would the individuals' job level be and consequently the higher is their motivation and job satisfaction. Studies by Battu, Belfield and Sloane (1999), Johnson and Johnson (2000) and Perrachione, Rosser and Peterson (2008) reveal a positive relationship between educational level and motivation. By implication, therefore, better educated employees were only likely to experience higher levels of motivation when the duties they performed were in line with their levels of education.

## 2.5.2 Organizational factors

### Physical working conditions

The socio-economic status of the school influences the motivation levels of its teachers and ultimately the achievement levels of learners (Christie, Butler & Potterton, 2007; Smith & Hoy, 2007). Hence by comparison, urban schools are generally more advantaged when compared with their rural counterparts. In South Africa for instance, in the Ilembe District, which is predominantly rural, many schools serve historically disadvantaged communities. Literature is replete with the challenges facing learners in these areas (Panday & Arends, 2008).

The aspirations of teachers in terms of Maslow's hierarchy of needs, Herzberg's „hygiene factor“ of a conducive working environment, and Alderfer's ERG Theory are difficult to meet; hence teachers merely do “the best they can” (Taylor, 2007). Marginalization in the form of poverty and deprivation, the onslaught of HIV/AIDS and underdevelopment and neglect, has a cumulative impact on the entire ethos of schooling in these areas, thereby making motivation and of teachers difficult. Teachers in these environments feel that their work is not valued (Vail, 2005).

Affluent schools by contrast, are well resourced. They have smaller class units, smaller teacher-learner ratios, teachers with teacher aides, computer and media centres, and offer a range of sporting facilities. In addition, they have supplementary staff such as tutors, coaches, and maintenance and security personnel. Funding from sponsors and big business, together with payment of comparatively higher school fees ensure the smooth functioning of these institutions (Ellis & Bernhardt, 1992). Coupled with focused school governance, enforced school discipline, fiscal propriety, and in some cases with sound



legal backing, these schools are the best in the country. Personal consultation and interaction with teachers from such schools reveal high levels of motivation.

### **Policy and management**

Teachers need to implement education policies (Kallaway, 2007), whilst the actual formulation of the policies is done by the Ministry of Education (MOE). According to Swanepoel (2009), governments and politicians view education systems as instruments for social engineering and the creation of economic growth. In order to drive this agenda, the MOE is mandated to formulate, implement and evaluate these policies in order to monitor progress. However, it is an expressed view of many teachers that in formulating policy, teachers are not included in the decision-making and responsibility-taking processes (Swanepoel, 2009). Politicians and bureaucrats give insufficient cognizance to exigencies that schools face. The inevitable result of this is a huge divide between policy formulation and policy implementation.

Carl (2005) is of the view that, as implementers of education policy, teachers desire full involvement in decision-making processes. Poppleton and Williamson (2004) argue that the more teachers participate in and are involved with school change, the more positive they would feel about the change, and the more willing they would be to participate in future scenarios involving school change.

### **Organizational structure of the school**

In South Africa for instance, the state controls crucial structural forms such as school registration, teacher registration, teacher remuneration and responsibility, age

regulations for learners, learner-teacher ratios, and curriculum at each level and certification at formal exit points (Christie, 1998). Ghana's case is not different. Schools are formal organizations characterized by formalized teaching and learning, division of labour, administrative bureaucracy and forms of standardization (Cooper in Christie, 1998). As formal organizations, schools place people in specific relationships to each other, both within and outside their boundaries, for example learners, teachers, head teachers and parents.

Schools are also hierarchical with ranked levels of authority. Teachers are subject to a range of formal and unobtrusive controls (Ingersoll in Christie, 1998). Some of these are the lack of discretion over the subjects they teach and their reliance on the school hierarchy to support them in disciplinary matters, since they have limited authority. They are also often subject to the personal controls of head teachers over issues which affect the quality of their daily work such as room and class allocations, their timetables and non-teaching duties. These factors invariably impact on teacher morale and turnover of teachers.

As organizations, schools are structured around axes of time and space, which constitute significant boundaries for teaching and learning. Teachers, learners and other personnel are expected to spend a minimum of seven hours per day at school. The school timetable frames teaching and learning times according to strict allocation of time periods. Christie (1998) posits that the maintenance of time codes and the boundaries they provide is a central premise of school discipline.

## **School culture and climate**

“Culture” is defined as “the collective programming of the mind which distinguishes the members of one human group from another” (Hofstede in Ng & Yim, 2009, p. 764). Culture is hence viewed as a phenomenon at the group, institutional, or societal level, even though it has strong relevance for predicting individuals’ behaviours. A school’s culture includes its traditions, rituals, practices, rewards and recognition ceremonies, as well as its disciplinary codes of practice that are generally steeped in its history.

A school’s culture determines its climate. School climate according to Milner and Khoza (2008) refers to shared perceptions of organizational policies, practices and procedures, both formal and informal. Hoy, Smith and Sweetland (2003) examine school climate in the light of organizational health, and maintain that a healthy school climate is one imbued with positive learner, teacher and administrator relationships, with a view to setting high yet achievable goals and striving to achieve these goals. Macmillan (cited in Black, 2001) declares that principals spearhead their school’s climate and culture. Principals who effectively define their school’s mission, who manage the school’s instructional programme well and who promote a positive climate for student learning boost the motivation, morale and job satisfaction levels of teachers.

According to Schulze and Steyn (2003), school climate is either open or closed. An open climate is characterized by participatory decision making; teacher empowerment, teacher professionalism; open communication; and a sensitive leadership style of the principal. Teacher empowerment is important as teachers are happiest and perform at their best when they perceive themselves to have some control over their work

environment (Vail, 2005). Milner and Khoza (2008) concur with this viewpoint and add that an open school climate is based on respect, trust and honesty, with opportunities for teachers, learners and school management teams to engage cooperatively and constructively with one another. By contrast, autocratic top-down leadership tends to inhibit teacher motivation and morale. Schools that have participatory decision making exhibit less staff disharmony, learner misbehaviour, and teacher turnover. Teachers feel valued and respected when managers consult with them and consider their views (Vail, 2005).

### **2.5.3 Organizational practice factors**

Organizational practice factors refer to those factors that influence motivation of teachers as classroom practitioners, and involve the diverse roles that teachers are expected to play in their interactions with the various stakeholders involved in the education of the learner. These stakeholders include education authorities, non-governmental organizations, business and religious/tribal leaders and other community organizations. The organizational practice factors link up with Hertzberg's (Steyn & Van Wyk, 1999) motivators which relate directly or indirectly to the teacher's job performance. As education practitioner, curriculum implementer and being the direct interface with learners, the teacher is challenged on several fronts (Dehaloo, 2008). A review of the literature reveals that these challenges continually impact on teacher motivation and contributes significantly to their levels of job satisfaction. For the purposes of this study, the organizational practice factors include the nature of teaching as a job (e.g. workload, class size, autonomy, role conflict and rewards). It also includes

interpersonal relationships (e.g. with colleagues, superiors, learners, parents or guardians and the broader community).

### **Workload**

Teaching comes with a lot of responsibilities. The teacher has to perform tasks which are not merely restricted to the classroom. The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Conley & Wooseley, 2000; Cooper, Dewe & O'Driscoll, 2001; Harris & Hartman, 2002).

### **Class size**

In South Africa, the Education Roadmap (Development Bank of South Africa [DBSA], 2008) identifies a major improvement in teacher: learner ratios, from 43:1 (in 1996) to 32:1 (in 2006). However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas have lower teacher-learner ratios as their economic resources allow for the employment of paid teachers together with teacher aides in classrooms. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners (Phurutse, 2005). The challenges posed to teachers in such schools are often overwhelming and impact negatively on their motivation. These challenges link up with Herzberg's hygiene factors or dissatisfiers.

## **Autonomy**

Autonomy refers to the degree to which teachers are allowed freedom, independence and discretion to perform their duties as they see fit and in accordance with their job descriptions (Atkinson, 2000; Ellis & Bernhardt, 1992). Owens (1995) concurs, and adds that autonomy is the individual's need to participate in making decisions that affect them, to exert influence on controlling the work situation, to have a voice in setting job-related goals, to have authority to make decisions, and latitude to work independently. Hoy and Miskel (1996) maintain that autonomy is the primary characteristic of work which creates a sense of responsibility.

Teachers are essentially implementers of the curriculum (Dehaloo, 2008), and due to the interactive nature of their work with learners, view autonomy as crucial to their work performance. According to Sergiovanni and Staratt (2001), teachers have a relatively high degree of autonomy when they experience freedom to schedule work, decide classroom arrangements, teaching methodology and procedures. This view is shared by Hausman and Goldring (2001) who mentioned that teachers should be free from bureaucratic controls, be allowed to be autonomous to innovate, diversify the curriculum, and engage in varied instructional strategies in order to meet the needs of their learners.

Autonomy is viewed as a prerequisite for teacher motivation, in accordance with task enrichment, and the self-efficacy, control and action theories. Autonomy and influence to exercise their powers of discretion are believed to enhance teacher professionalism and thereby increase teacher commitment. Research findings of Fresco, Kfir and Nasser (1997) reveal a strong correlation between commitment and motivation.

Teachers who have a sense of being able to affect learners are found to be more motivated with their work and show greater reluctance to abandon it.

## **2.6 Attracting and Retaining Teachers in the Ghana Education Service**

Teacher retention is a process in which teachers are encouraged to remain with the Ghana Education Service for the maximum period of time or until the retiring age of sixty (ILO, 2000). Teacher retention is very beneficial for the Ghana Education Service and the teacher must be retained at all cost. This is because they have undergone training and are expected to deliver better in their respective schools. It is the responsibility of the government to attract and retain the teachers in the Ghana Education Service. If the government doesn't, it would be losing teachers to other sectors of the economy and the targets for achieving formal education objectives will not be fully accomplished.

A good employer like the Ghana Education Service should know how to attract and retain teachers as its employees. Most of the teachers feel that they are worth more than they are actually being paid. There is a natural disparity between what teachers think they should be paid and what government spends on them as compensation. When the difference becomes too great and another opportunity comes, turnover can result. Pay is the salary or compensation given to teachers in exchange for the services they perform for the Ghana Education Service. Pay also acknowledges the worth and value of the human contribution. What teachers are paid has been shown to have a clear, reliable impact on turnover in numerous studies. Issues of remuneration and improved conditions of service for teachers are the major challenges facing the Ghana Education Service.

Karikari-Ababio (2007) in his research on teacher motivation indicated that, due to low salaries and poor conditions of service for Ghana Education Service employees, the teachers are miserably paid. These presuppose that the teacher's low salary and working conditions are not attractive and this situation seem to be a serious constraint on the ability of the Ghana Education Service to attract, recruit and retain its teachers. The teachers who stay on are not adequately motivated, they are frustrated and have little incentive to work harder. Although, they may be prepared and determined to keep on teaching and fighting for a better day (better working conditions), this situation is not good for development of education in Ghana, knowing the importance of education to national development. Few teachers leave the teaching service without due reason, be it either work related (internal) or personal (external) or even both. Personal reasons for leaving the service include wanting to spend more time with friends and family or having to move since a spouse has a new job located in a different place. The Ghana Education Service has no control over such reasons, but can tackle internal issues such as pay systems or development opportunities.

Wright (1996) after extensive work on employee retention finds that teachers are retained when there is an integration of rewards system in the work environment. This shows that there are numerous factors to consider when working with teacher retention. The rewards Ghana Education Service offer teachers affect how motivated the teacher is to stay within the service (Karikari-Ababio, 2007). He further asserts that when Ghana Education Service gives the most rewards, it tends to retain the teacher. Some recommended retention strategies useful to retaining teachers include: increase in salaries, benefits, better working conditions and various forms of rewards in addition to



study leave with pay and the bond system. The Ghana Education Service should introduce or improve upon elements that attract teachers to stay on the job in order to bring supply in line with the increasing demand for teachers.

## **2.7 General Strategies for Teacher Motivation**

In his research on teacher motivation and incentive packages in low income developing countries in Africa including Ghana, Bennel (2004) stated that despite the importance of material and psychological needs like job satisfaction, pay and benefits, occupational status and attrition, there is very limited good quality published information available. He therefore concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity at the workplace. Taylor advocated the establishment of an incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structure. These are the job rate, which relates to the importance the institution attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information for professionals or teachers, or with long service; and fringe benefits such as study leave with pay, pensions, and so on. It is also important

to ensure that the prevailing pay in other institutions or educational establishments is taken into consideration in determining the pay structure of their institution.

Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, Tucker, Cullen and Wright (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability, be motivated to accept the new job offer.

Banjoko (1996) argues that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of their job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees. Apart from money which is the cornerstone of employee commitment, there are other important strategies that can be used to elicit commitment of teachers. Many on the front line say that satisfaction of a professional staff such as a teacher, is not as simple as offering the new employee fatty salaries, although each of these elements is part of an overall strategy. Keeping those employees morale high depends on the institutions' willingness to reach beyond traditional approaches (Earl, 1998).

The second important satisfaction to commitment factor, excluding salary, is quality of the Boss. Research has suggested that democratic leadership is the best form of leadership where employees are allowed to be heard and understood, and that they want

to be told the truth with compassion. These two concepts can be obtained in a 50/50 meeting, where management speaks 50% of the time on their goal, vision, mission, and where employees have a chance to raise their own questions and issues affecting their work in the classroom. Headmasters during staff meetings should allow staff to express their views and also to contribute to discussions. Percy (1997) says we must honour and respect people's gift by using their talents for a higher purpose.

Managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. Stoke, in Adeyemo (1999) elaborates that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person's performance (e.g., as a teacher). Factors such as ability, resources, and conditions under which one performs, are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations.

If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), it is goal-directed, and therefore cannot be

outside the goals of any organization whether public, private, or non-profit. The implication is that the GES and heads of schools should be able to identify what drives the teachers they are working with.

No matter how automated an organization or an education complex may be, high performance depends on the level of motivation and the effectiveness of the workforce (teachers). Staff training is an indispensable strategy for motivating workers. The education institute must have good training programmes in place. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

Institutions can avoid teachers' low performance by rewarding top performers. Meaningful rewards and recognition that are achievable have the greatest impact on high commitment of teachers. This therefore implies that a teacher who serves on particular grade successfully is identified with a particular position such as a Housemaster, Senior Housemaster, Headmaster, Circuit Supervisor, and District Director and so on and so forth. A hard working teacher on his ranks for four years gets a promotion to the next rank or study leave with pay at any higher level of learning institution of his choice which will always boost up the teacher's attitude towards work and achievement of a higher goal. The institution of the Best Teacher Award scheme with an attractive reward and recognition like a beautiful house, well furnished and a recognized certificate given to the winner is a good example of rewards for hardworking teachers. This positively enhances the motivation of the teacher.

## 2.8 Summary

This chapter reviewed literature relating to the concept of teacher motivation. Some theories of motivation including Abraham Maslow's Hierarchy of Needs, Alderfer's ERG Theory, Herzberg's Two-Factor Theory, McGregor's Theory X and Y, Expectancy Theory, Goal-setting Theory, Equity Theory and Reinforcement Theory have been reviewed to throw more light on the concept. These theories proved that certain conditions can either lead to motivation or otherwise of an employee. The conditions of service of teachers have been reviewed as well.

The chapter also explored factors that influence the motivation of teachers. The researcher is of the view that teachers have not been accorded the respect due them, and this has resulted in people looking down on the profession. No one wants to work with low salaries or people not respecting them. Actions by school administrations create an environment that is predictive of the level of motivation of teachers. It is therefore evident from the review that motivation is critical to teacher satisfaction, commitment and effectiveness of classroom teaching and learning activities. The topics discussed in the literature were related to the study since the aim of the study was to find out the factors that influence teacher motivation in Primary Schools in the Tamale Metropolis.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The purpose of the study was to assess the factors that influence the motivation of primary school teachers in the Tamale Metropolis in the Northern Region of Ghana. In this chapter, the design and approaches to the study are discussed in detail.

#### 3.1 Research Design

Research design is one of the most significant elements of the research process. It is the method or a plan used by the researcher to elicit appropriate information and to answer the research questions. Badu, Osei, Saah, Essel, Owusu-Boateng, Mensah, Aggrey-Smith and Mensah (2011) explain research design as an evidence that holds the research project together, and it is used to structure the research, to show how all the major parts of the research project such as the samples, groups, measures, treatments or programmes and methods of assignment work together to try to address the central research questions. Thus, it is the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypotheses formulated. It is therefore the outline, plan, or strategy that is used to answer a research question.

The study employed a descriptive survey design. This was because the study sought to solicit responses from primary school teachers in the Tamale Metropolis in order to understand the real issues concerning teacher motivation in the Metropolis.

According to Fraenkel and Wallen (2002), the descriptive survey is often directed towards determining the nature of a situation as it exists at the time of the study. Creswell

(2008) added that the descriptive survey design is used to determine individual opinion about a policy issue or programme. This design, according to Creswell (2008), provides useful information for decision-makers since it has the advantage of measuring current attitudes or practices. According to Polit and Hungler (2003), descriptive survey has an advantage of producing a good amount of responses from a wide range of people. Descriptive survey is appropriate when a researcher attempts to describe some population or aspect of population by selecting unbiased samples of individuals who are asked to complete questionnaire, interviews or test (Fraenkel & Wallen, 2002).

### **3.2 Population**

Population according to Burke and Larry (2012), is the large group to which the researcher wants to generalize findings of a sample. It is the entire set of individuals (or objects) having some common characteristics as defined by the sampling criteria established for the study (Burns & Grove 1998; Polit & Hungler 1999). Alonge (2010) defines population as the universe that contains all the subjects or parameters of interest.

The target population of the study comprised all the primary school teachers in the Tamale Metropolis. The Metropolis has 162 primary schools grouped into 15 Circuits. In essence, 1458 teachers in the Primary Schools form the population for the current study. The table that follows gives the total number of primary school teachers in each of the circuits.

**Table 3.1: Number of Primary School Teachers in each Circuit**

<b>Circuit</b>	<b>Total number of Primary School Teachers</b>
Aboabo	91
Bamvim	86
Changni	107
Dabo Kpa	109
Gumbihini	106
Hospital	137
Kaladan	114
Kpanuo	106
Kumasi road	112
Lamashegu	119
Nyohini	62
Sakasaka	113
Salaga road	61
Yendi road	64
Zogbeli	71
<b>Total</b>	<b>1458</b>

Source: GES, Tamale Metropolitan Education Office

### 3.3 Sample and Sampling Techniques

A sample according to Kusi (2012), is a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. To Burke and Larry (2012), it is the set of cases taken from a larger population. Moreover, analyses are best done when conducted on samples that are still „fresh“ (Sarantakos, 2005). In line with this, a sample of the population was used for the study. According to Wiersma (1991), with a small number, results are much faster than a whole population. It also produces high quality of work since accuracy can be provided by a sample than a whole population. The sample chosen for the study is 300 teachers. The appropriate sample size for the study was arrived at using Krejcie and Morgan’s (in Burke and Larry, 2012) table for determining sample size.



In order to get the right sample size for the study, an updated list of all the primary school teachers was obtained from the Tamale Metropolitan Education Office. The 300 primary school teachers selected were further distributed among the 15 circuits proportionately using probability proportional to size (PPS) that is, the number of teachers in a circuit divided by the population (1458) and then multiplied by the sample size (300) to get the sample allocation for each circuit. The simple random sampling technique was then used to select all 300 teachers in each of the circuits in the Metropolis. Simple random sampling is a sampling strategy that gives each member of the population an equal chance of being included in the study. Table 3.2 shows the sample allocation for each circuit.

**Table 3.2: Sample allocation for each circuit**

<b>Circuit</b>	<b>Number of Primary School Teachers</b>	<b>Sample</b>
<b>Allocation</b>		
Aboabo	91	19
Bamvim	86	18
Changni	107	22
Dabo Kpa	109	22
Gumbihini	106	21
Hospital	137	28
Kaladan	114	23
Kpanuo	106	22
Kumasi road	112	23
Lamashegu	119	25
Nyohini	62	13
Sakasaka	113	23
Salaga road	61	13
Yendi road	64	13
Zogbeli	71	15
<b>Total</b>	<b>1458</b>	<b>300</b>

Source: Field Data, 2018

### 3.4 Research Instrument

The researcher used questionnaire as the data collection instrument. According to Fink (1995), the questionnaire as a tool is preferred because of the following advantages. It is less expensive than other methods such as interviews and observation. The use of questionnaire promises a wider coverage since the researcher can approach respondents more easily than other methods. Again, it is consistent and uniform, without variation and it can be completed at a faster rate as compared to the others.

The questionnaire was developed for the respondents to answer based on the research questions. The questionnaire consisted largely of closed ended items and a few open ended questions. According to Sarantakos (2005), closed-ended items require less effort to respond to, easy scoring and promotes objectivity on the part of the respondent. However, they are limited to only the areas indicated in the questionnaire, and do not give room for self-expression. Notwithstanding the lapse of closed-ended items in restricting the responses of respondents, its adoption ensures effective editing and analysis of data. The instrument was segmented into sections according to the research questions posed above. Refer to appendix A for details of the questionnaire.

The questionnaire was designed and constructed by the researcher with guidance from the supervisor. It was a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicates more perceived positive responses. Section „A“ gathered data on the demographic characteristics of respondents; Section B, on the concept of teacher motivation among primary school teachers; Section C on factors that influence the motivation of primary school teachers in Tamale

Metropolis; and D consisted of items on ways of motivating primary school teachers in the Tamale Metropolis.

### **3.5 Pilot-Testing of Instrument**

According to Bell (2008), the purpose of piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions are appropriate.

The questionnaire was piloted to determine its validity and reliability. 10 questionnaires were administered on 10 teachers in Lamashegu L/A Primary B School for piloting. The purpose of the pre-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items, made appropriate. Lamashegu L/A Primary B was chosen for the pilot study because the school has similar characteristics as that of the participating schools.

#### **3.5.1 Validity**

Validity is the degree to which a test measures what it is supposed to measure. In other words, it is the degree to which the explanations of the phenomena match the realities of the world (Osterloh & Frey, 2001). McMillan and Schumacher (2006) state that, validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. To answer the question of enhancing validity,

they argued that continuous refinement of the sampling and data collection techniques throughout the data collection process increase the validity. To this end, the researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinions, literature searches, and pre-testing of the questionnaire. The questionnaire was first peer reviewed by the researcher's colleagues on the master's programme and then scrutinized by the thesis supervisor.

### **3.5.2 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of subjects (teachers in Lamashegu L/A Primary B School) twice in the pilot study with a two week grace period between the first and the second. The coefficient obtained was 0.7. If a factor's reliability coefficient equals .7 or more, it demonstrates that the items measured the factor very well (Field, 2005).

### **3.6 Data Collection Procedure**

Before going to the field to collect the data, an introductory letter was requested from the Department of Educational Leadership, University of Education, Winneba (Kumasi Campus) to introduce the researcher to the Tamale Metropolitan Director of Education. The Director of Education gave the researcher the go ahead to undertake the study. The researcher thereafter, visited all the sampled teachers. The

questionnaires were then administered on the teachers sampled for the study upon the approval of the management of the schools. Specifically, questionnaire administration and retrieval covered one month. The researcher collected all the filled questionnaires from the respondents immediately they were completed.

### **3.7 Data Analysis**

To Ary, Jacobs and Razavieh (1990), data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which guided the research. First, the retrieved questionnaires were serially numbered, coded and scored. Basically, data gathered in this research was analyzed using descriptive statistics (tables, graphs, frequencies, percentages, etc) in relation to all the research questions.

### **3.8 Ethical Considerations**

Ethical issues were addressed by explaining the purpose of the study to the respondents. The confidentiality of the information collected through the questionnaire was addressed by not including their names and other information that could reveal their identities. To avoid imposing the questionnaires on respondents, they were given the choice to either participate or opt out of the study. The respondents were not in any way coerced to participate in the study.

### **3.9 Summary**

This chapter was devoted to how the research was carried out. Specifically, the chapter dealt with the research approach, study design, population, sample size and sampling strategy, data collection strategies, validity and reliability issues, data analysis and some ethical considerations. These sections clearly indicated how each stage of the research methodology was done.



## **CHAPTER FOUR**

### **RESULTS/FINDINGS**

#### **4.0 Introduction**

This chapter presents and analyzes the data collected for the study. That is followed by discussion of the findings. The data collected from the questionnaire administered to the respondents was analyzed using descriptive statistics such as frequencies, percentages and charts. 300 questionnaires were administered. However, 250 were appropriately filled, returned and used for the analysis. The chapter also contains the demographic data of the respondents relating to their age, sex, educational background and teaching experience.

Shozlol (2012) indicates that individuals are influenced and shaped by their background. Therefore, the gender, age group, educational background and teaching experience of respondents were considered. The demographic data of respondents of the study is presented in Table 4.1.

**Sex, Age and Marital Status of Respondents****Table 4.1 Demographic Characteristics of Respondents (n=250)**

<b>Variable</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b><i>Sex</i></b>		
Male	105	42
Female	145	58
<b>Total</b>	<b>250</b>	<b>100</b>
<b><i>Age</i></b>		
20-29 years	52	21
30-39 years	93	37
40-49 years	70	28
50-59 years	25	10
59 years and above	10	4
<b>Total</b>	<b>250</b>	<b>100</b>
<b><i>Marital Status</i></b>		
Single	44	18
Married	156	62
Divorced	15	6
Widow	25	10
Widower	10	4
<b>Total</b>	<b>250</b>	<b>100</b>

Source: Field Data, 2018

Table 4.1 indicates that the majority (58%) of the respondents were females. This could be due to the fact that teaching seems to be a profession that is attractive to females than males at the Basic level. The situation at the higher levels of education may be



different. On the age distribution of the respondents, it came to light that teachers who were 59 years or above were the minority (only 4%). This is due to the fact that the retirement age in Ghana has been pegged at 60 and at any point in time, teachers retiring from active service are less than those entering the profession. On the other hand, teachers in the 30-39 year group were the majority (37%) in the service in the Tamale Metropolis. With regards to marital status, the majority (156 teachers representing 62%) were found to be married whilst 44 representing 18% of the teachers were single.

### **Location of school, number of years in teaching, qualification and rank in the Ghana Education Service**

The results of the study revealed that majority (155 representing 62%) of the teachers were found in the urban areas. This could be as a result of the fact that the study was carried out in the Tamale Metropolis. Most of the schools in the study area were in town or near town. Only few schools were a bit distant from the Metropolis. As far as the number of years in the teaching profession is concerned, 64% of the teachers have taught between 15-20 years and 20-25 years. Teachers who have taught for long and were nearing pension were only 11%.

On the qualification of the teachers on the field, there was no PhD holder at the Basic level in the Metropolis. All that one needed was the minimum requirement from the Colleges of Education or the Universities. Teachers who have no intention of leaving the service therefore did not see the need to waste money and time going to study for a “tedious” PhD. Table 4.2 indicates that some (120 representing 48%) of the teachers were practising with a first degree. For teachers with Master’s Degree, those with M.A and M.ED were more than those with M.Phil.

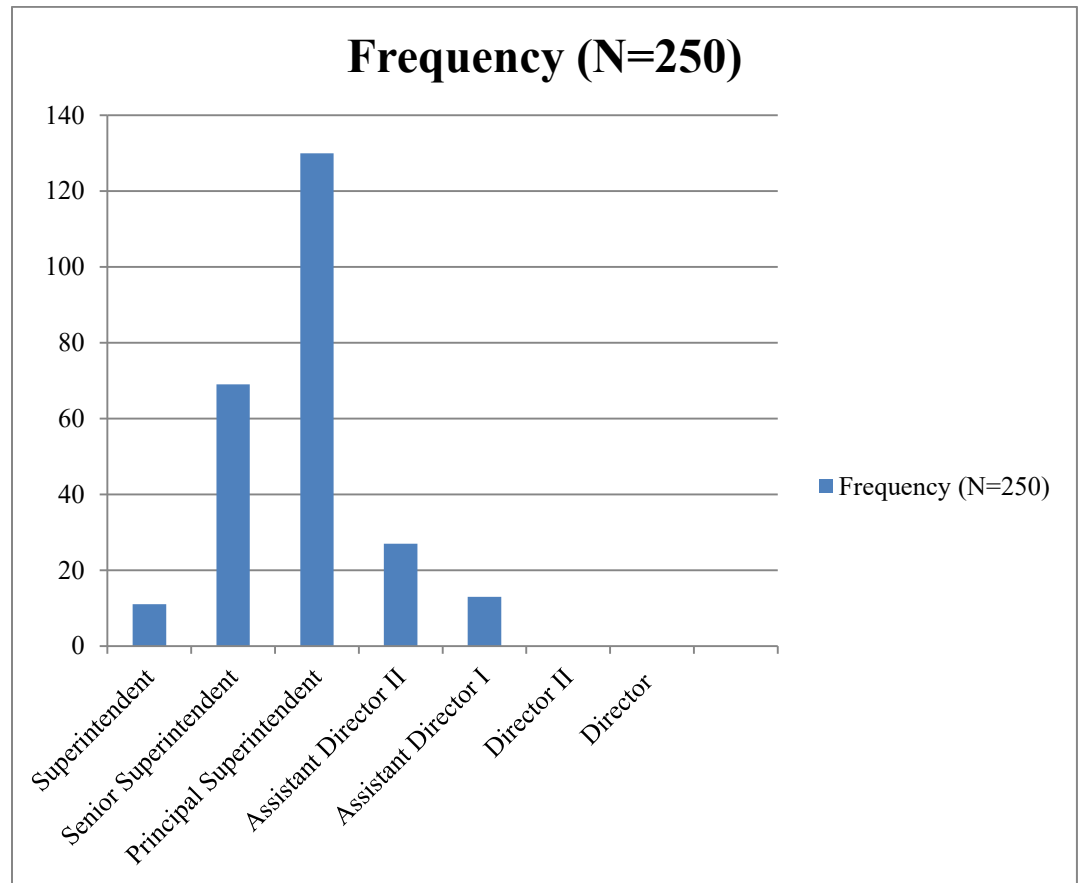
**Table 4.2 Demographic Characteristics of Respondents (n=250)**

<b>Variable</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b><i>Location of School</i></b>		
Rural	95	38
Urban	155	62
<b>Total</b>	<b>250</b>	<b>100</b>
<b><i>Number of years in teaching</i></b>		
15-20 years	84	34
20-25 years	76	30
25-30 years	63	25
Above 30 years	27	11
<b>Total</b>	<b>250</b>	<b>100</b>
<b><i>Qualification</i></b>		
Degree	120	48
Post-graduate Diploma	13	5
M. A	22	9
M.ED	68	27
M.Phil	3	1
PhD	-	-
Others	24	10
<b>Total</b>	<b>250</b>	<b>100</b>

Source: Field Data, 2018

Rank is an important measure in the GES with Superintendent being the lowest and Director General being the highest. One's rank in the service determines whether he

is a senior staff or junior staff. The results showed that teachers at the rank of Principal Superintendent were the majority in the Metropolis as seen in figure 4.1.



**Figure 4.1: Bar Graph indicating ranks of teachers in the Tamale Metropolis.**

Source: Field Data, 2018

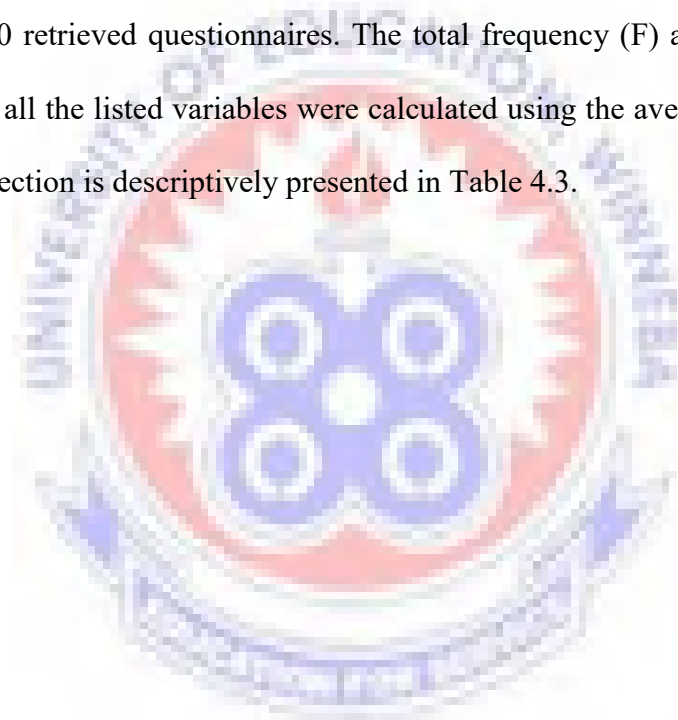
#### **4.1 Analysis of the Main Data**

The analysis of the main data is organized in relation to the research questions, starting with the first.

**Research Question 1: How do primary school teachers in Tamale Metropolis understand the concept of teacher motivation?**

**Primary School Teachers understanding of the concept of Teacher Motivation**

This section of the study presents the understanding of the primary school teachers on the concept of teacher motivation. To achieve this objective, respondents were presented with five statements on the concept. Respondents were asked to tick where appropriate on these statements. This helped to determine the number of responses out of the 250 retrieved questionnaires. The total frequency (F) and percentages (%) of responses for all the listed variables were calculated using the average of the values. The result of the section is descriptively presented in Table 4.3.



**Table 4.3 Teachers' understanding of the concept of Motivation**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)
Motivation is derived from money/salary only.	141(56)	55(22)	34(14)	20(8)
Motivation is derived from the teacher him/herself only.	27(11)	19(7)	59(24)	145(58)
Motivation is derived from both money and the teacher.	183(73)	51(20)	9(4)	7(3)
Motivation is based on a teacher's rank.	85(34)	110(44)	43(17)	12(5)
One can be motivated both Intrinsically and extrinsically.	95(38)	78(31)	60(24)	17(7)

Source: Field Data, 2018

From Table 4.3, 56% of the respondents strongly agreed that motivation is derived from money/salary only and 22% agree to this item. On the other hand, 14% disagree that motivation is derived from salary. Only 8% strongly disagreed on this measure. Furthermore, 11% of the respondents strongly agreed that motivation is derived from the teacher himself/herself. Seven percent of the teachers agreed that is derived from the teacher. However, 24% and 58% disagreed and strongly disagreed respectively that motivation comes from the teacher himself.

A lot of the respondents (183 representing 73%) strongly agreed that motivation is derived from both salary and the teacher himself. Very few respondents (4% and 3%) disagreed and strongly disagreed respectively. Even though ranks of teachers are not visibly seen as it reflects in other services like the Ghana Police Service, the respondents still had something to say about their ranks. Some (34%) of the respondents strongly agreed that a teacher's motivation is based on his or her rank. Others (44%) also opined that a teacher's rank is positively related to his motivation. 17% of respondents disagreed with only 5% strongly disagreeing to the issue of rank.

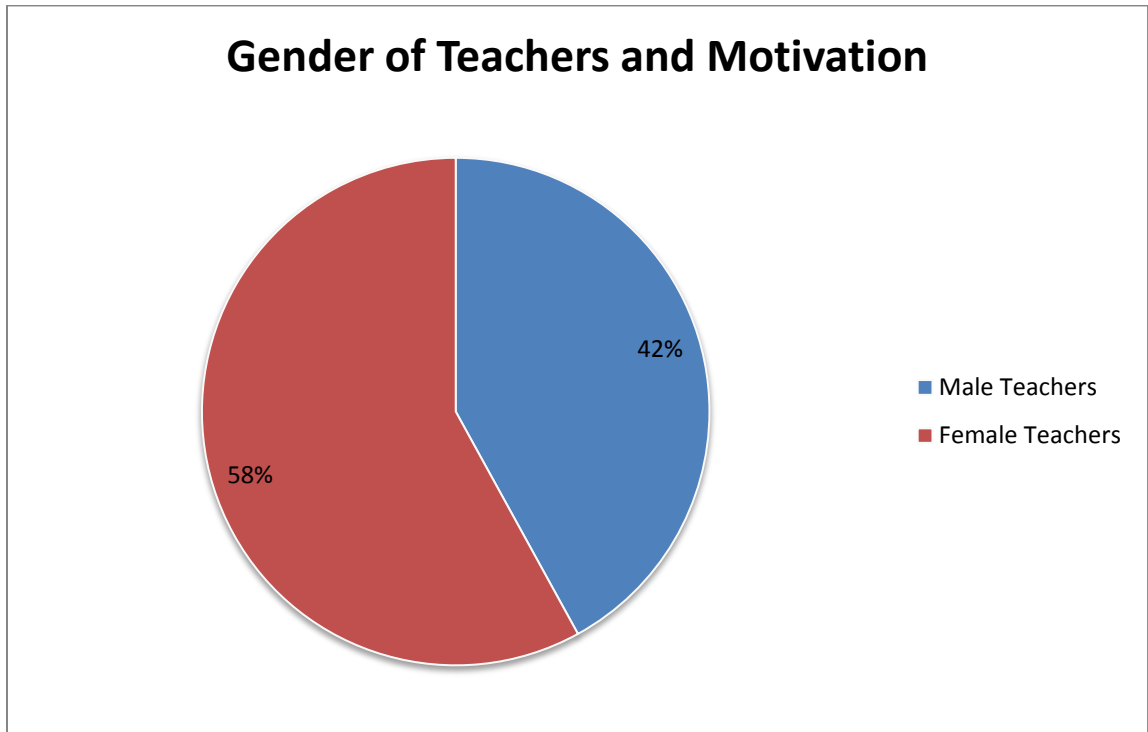
The respondents were further asked to indicate whether a teacher can be motivated both intrinsically and extrinsically. To this, 38% of them strongly agreed and 31% agreed as well. Conversely, 24% disagreed that a teacher can be motivated in both ways. Only 7% strongly disagreed that a teacher can be intrinsically and extrinsically motivated.

## **Research Question 2: Which gender of primary school teachers in Tamale Metropolis is more motivated in the teaching profession?**

### **Gender and Motivation of Primary School Teachers**

The demographic data of the respondents revealed that 105 (42%) male and 145 (58%) female teachers took part in the study. From these statistics, it is clear that the female teachers outnumbered their colleague male teachers. The results of this study suggest that the female teachers in the Tamale Metropolis were more motivated in the teaching profession as compared to their male counterparts (see figure 3). The female teachers were happier with the job. They were more relaxed and freely discussed work

and family related issues together. If presented with another job, most female teachers would still choose teaching. However, the male teachers would opt for more lucrative and rewarding jobs if given the opportunity.



**Figure 4.2: Gender and motivation of Primary School Teachers**

**Research Question 3: What are the factors that influence the motivation of primary school teachers in the Tamale Metropolis?**

**Factors that influence the Motivation of Primary School Teachers in Tamale Metropolis**

This research question sought to explore the factors that influence the motivation of Primary School Teachers in the Tamale Metropolis. To this end, the respondents were presented with ten items. Table 4.4 presents their views on these items.

**Table 4.4 Factors that influence the Motivation of Primary School Teachers in Tamale Metropolis**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)
Availability of Teaching and Learning Materials	105(42)	83(33)	42(17)	20(8)
Adequate infrastructure e.g classrooms	98(39)	131(52)	14(6)	7(3)
Attractive nature of classrooms	66(26)	97(39)	62(25)	25(10)
Recognition of teacher's achievement	18(7)	22(9)	68(27)	142(57)
Teachers' participation in decision making	78(31)	100(40)	65(26)	7(3)
Support from SMC/PTA	50(20)	75(30)	105(42)	20(8)
Incentives from community	11(4)	24(10)	90(36)	125(50)
Accommodation for teachers	38(15)	72(29)	85(34)	55(22)
Other sources of income	8(3)	32(13)	101(40)	109(44)
Opportunities for further studies	45(18)	95(38)	60(24)	50(20)

Source: Field Data, 2018

A cursory look at table 4.4 with regard to the availability of Teaching and Learning Materials (TLMs) portray that 42% of the respondents strongly agreed that the availability of TLMs in their schools is a source of motivation and influences their work as teachers. Slightly more than half of the respondents (52%) also agreed that having adequate infrastructure e.g classrooms is a source of motivation. The adequacy of the infrastructure motivated them to work hard. Commenting further on the classrooms,



many of the respondents altogether (65%) agreed that the available classrooms were attractive in appearance and this motivated them as well.

However, on the recognition of teachers' achievement, only a few respondents (16%) agreed that their efforts were recognized. The majority (71%) of the teachers also agreed that they have been involved in decision making by their head teachers, another factor that motivated them. This was done through teachers' involvement in staff meetings. Coincidentally, exactly half (50%) of the teachers disagreed that teachers got support from the SMC/PTA. Closely related to SMC/PTA support is incentives from the community. Only 14% supported that they got incentives from the community.

Some of the teachers were quick to admit that they needed accommodation facilities. Forty-four percent opined that provision of accommodation facilities was a major motivator for them. On other sources of income, the respondents largely (84%) disagreed that they had other sources of income at their disposal. They also saw opportunity for further studies as a key motivator. About 56% of the respondents agreed that such opportunities go a long way to motivate them.

#### **Research Question 4: How can primary school teachers in the Tamale Metropolis be motivated?**

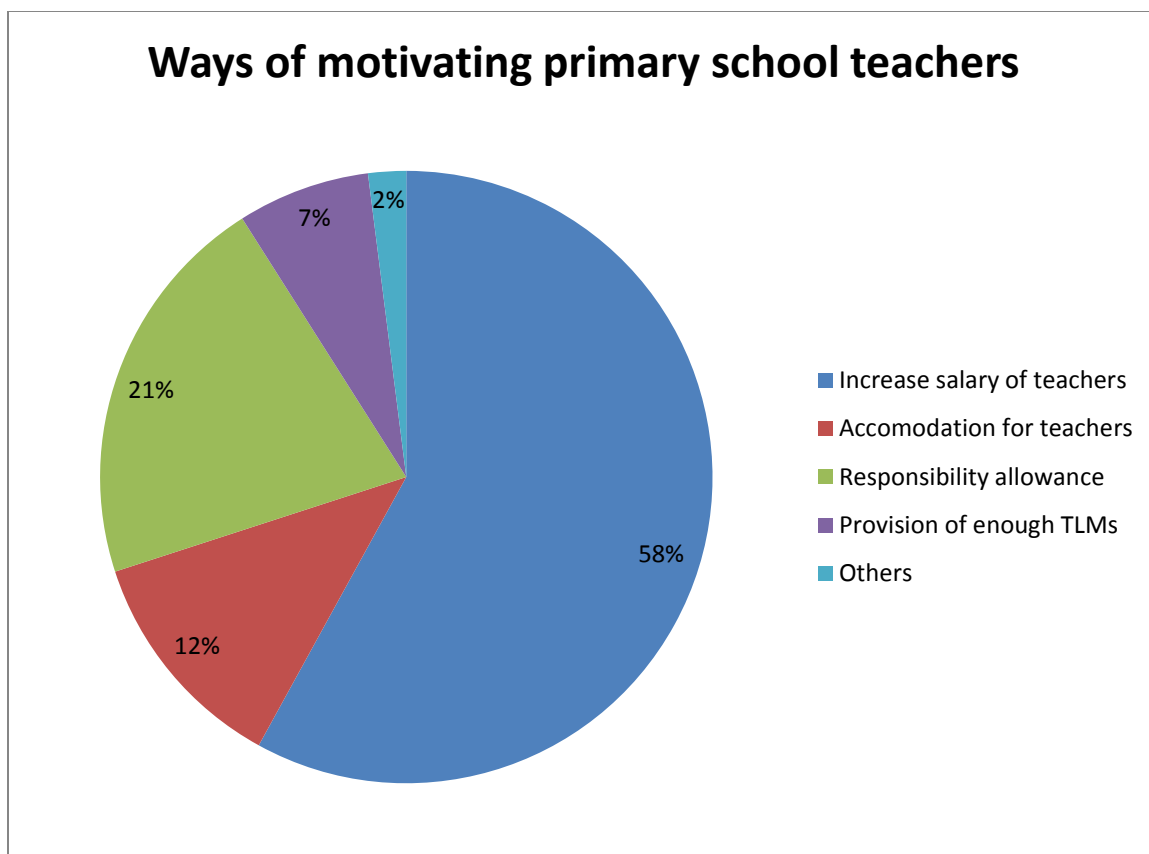
##### **Ways of Motivating Primary School Teachers**

This research question required respondents to itemize various ways they think can be explored to motivate primary school teachers in the Tamale Metropolis. Amongst others, the participants were of the view that accommodation should be provided for teachers, especially those in the rural areas. There should be enough Teaching and

Learning Materials for effective interaction between teachers and students. Moreover, In-Service Education and Training (INSET) should be organized for teachers periodically. Others were also of the view that more opportunities for further studies should be given yearly. They argued further that these opportunities should come in the form of study leave with pay to motivate the teachers.

One other issue that emerged was on salaries. Some of the respondents opined that the salaries of teachers should be increased to motivate them. Along with salary increment also came the issue of responsibility allowance. That, teachers in the primary schools who take up key responsibilities such as assistant head teacher, form master and sports master should be entitled to some allowances for the responsibilities they take up. Various forms of incentives should also be given to teachers as motivators.

Fair and timely promotion of teachers was another concern raised by the teachers. They said the current way of promoting/upgrading teachers to the rank of principal superintendent especially by district, municipal or metropolitan teams is not the best since it sometimes involves payment of monies. Again, some teachers have specialized in Early Childhood Education and are therefore supposed to be assigned to specific classes to meet the needs of students. However, this is usually not the case. The respondents therefore stressed that such teachers should be made to teach at Kindergarten or the lower primary. Figure 4 summarizes the views of the respondents on this research question.



**Figure 4.3: Ways of motivating primary school teachers**

#### 4.2 Summary

This chapter presented the results of the study. It started with the demographic characteristics of the respondents such as sex, age, marital status, location of school, number of years in teaching and qualification. It also presented the results of each of the research questions posed.

## CHAPTER FIVE

### DISCUSSION

#### 5.0 Introduction

This chapter discusses the findings of the study in relation to the literature reviewed. The objectives of the study were: to explore the concept of teacher motivation among primary school teachers in the Tamale Metropolis; to ascertain which gender of primary school teachers in the Tamale Metropolis is more motivated in the teaching profession; to explore the factors that influence the motivation of primary school teachers in Tamale Metropolis; and to examine ways of motivating primary school teachers in the Tamale Metropolis.

In order to achieve these objectives, the study was guided by the following research questions:

1. How do primary school teachers in Tamale Metropolis understand the concept of teacher motivation?
2. Which gender of primary school teachers in Tamale Metropolis is more motivated in the teaching profession?
3. What are the factors that influence the motivation of primary school teachers in the Tamale Metropolis?
4. How can primary school teachers in the Tamale Metropolis be motivated?

## 5.1 Concept of Teacher Motivation

The respondents in this study expressed their views on the concept of motivation. The respondents agreed that one can be motivated intrinsically and extrinsically. This is in line with the findings of Bennell and Akyeampong (2007) who opined that motivation is a broad concept, involving both characteristics of the individual and external factors and it is open to varied interpretations in the field of education.

Maslow's (1943) Theory of Motivation identified basic human needs that must be satisfied to drive an individual towards the achievement of goals. These needs must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure, 1999). The safety needs which include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1994) are also satisfied through adequate wages or salaries. The respondents in this study noted to a large extent that motivation is derived from salary or money. The views of the respondents in this study are contrary to Maslow's assertion since few respondents agreed that motivation is derived from the teacher himself/herself only.

McGregor's (1987) two propositions, commonly known as „Theory X“ and „Theory Y“, summarizes a whole set of common assumptions adopted by managers/leaders which in turn determine the nature of the employee response and attitudes towards their work and other people. Theory Y in this proposition argues that, „people are naturally active and willing to undertake work.“ These people are, by nature, physically and mentally energetic. Thus, people do not need to be externally controlled or

directed because they will exercise self-direction in pursuit of their objectives. Theory Y people have a capacity to exercise a high degree of creativity, imagination and ingenuity and will seek and accept responsibility under the right conditions. They are self-motivated. Therefore management do not have to resort to „carrot“ and „stick“ as a means of managing people at work (Walton, 1980).

## **5.2 Gender and Motivation of Primary School Teachers**

Literature has identified numerous studies in the United Kingdom and elsewhere which indicate that female teachers exhibit higher levels of motivation than male teachers (Crossman & Harris, 2006). This could be due to the perception that teaching is a “stable” profession for female teachers since they can have enough time to take care of their families. Teachers close early from school, enjoy their weekends almost all the time and have holidays as well, compared to other female workers in the banks, hospitals, etc.

Research by Ma and MacMillan (1999) and Kanfer and Ackerman (2000) also reveal that female teachers are more motivated in their work than male teachers and therefore take pride in their work, are always conscious of their self-esteem and show love for their students. The findings of this study support the existing literature since the majority of the female respondents were more motivated than their male counterparts. This could be due to the viewpoint that men (more than women) view teaching as a low status career (Crossman & Harris, 2006). Moreover, the number of female respondents in the study were more than the male respondents in the study area.

### **5.3 Factors that influence the Motivation of Primary School Teachers**

A closer look at the literature reveals that there is high level of teacher motivation in affluent schools which are well resourced. They have smaller class units, smaller teacher-learner ratios, teachers with teacher aides, computer and media centres, and offer a range of sporting facilities. In addition, they have supplementary staff such as tutors, coaches, and maintenance and security personnel. Funding from sponsors and big business, together with payment of comparatively higher school fees ensure the smooth functioning of these institutions (Ellis & Bernhardt, 1992). The findings of this study largely support existing literature by maintaining that teachers are motivated in schools that have adequate teaching and learning materials, adequate infrastructure and attractive classrooms (Christie, Butler & Potterton, 2007; Smith & Hoy, 2007). This is because education is a key sector of the economy and any government in power strives to supply basic TLMS such as chalk, drawing tools, registers, etc in the basic schools.

Maslow's fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else. A teacher who is recognized and appreciated for outstanding performance will work very hard to maintain or improve the standard. The Best Teachers' Award observed yearly for outstanding teachers is a step in the right direction. However, the criteria involved should be made known to all teachers to ensure a transparent and more effective system. It is therefore not surprising that the teachers in the present study disagreed on recognition of teachers' achievement in the Metropolis.

Literature reveals that teachers implement education policies (Kallaway, 2007), whilst the actual formulation of the policies is done by the Ministry of Education (MOE). In order to drive this agenda, the MOE is mandated to formulate, implement and evaluate these policies in order to monitor progress. It is an expressed view of many teachers that in formulating policy, teachers are not included in the decision-making and responsibility-taking processes (Swanepoel, 2009). Carl (2005) is of the view that, as implementers of education policy, teachers desire full involvement in decision-making processes. Poppleton and Williamson (2004) argue that the more teachers participate in and are involved with school change, the more positive they would feel about the change, and the more willing they would be to participate in future scenarios involving school change. However, the teachers in this study claim they have been involved in decision making. Their involvement is probably at the local or school level and not at the national level. Their union leaders represent them at the national level.

On opportunities for further studies, Herzberg, Mausner and Snyderman's (1959) Two-Factor Theory postulates that the factors causing satisfaction are different from the factors that contribute to dissatisfaction. In this theory, they identify five factors that influence both motivation and job satisfaction and these include: Recognition, Achievement, Advancement, Responsibility, and Work itself. They refer to these antecedents as "satisfiers" or "motivators". Advancement in the form of further studies as in the case of study leave with pay is a factor that influences the motivation of teachers. Supporting Herzberg, Mausner and Snyderman's position, the respondents agreed that opportunities for further studies influence their motivation.



#### **5.4 Ways of Motivating Primary School Teachers**

The respondents in the current study suggested some ways of motivating primary school teachers. For the respondents, increase in salary or money were the biggest motivating factor. Similarly, Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity at the workplace.

Respondents in this study also advocated the need for some incentives to be given to teachers to motivate them. This is in line with Taylor (1911) who advocated the establishment of an incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Taylor also mentioned the importance of giving personal or special allowance to workers. In line with this, the respondents argued that responsibility allowance be given to teachers who play special roles in the school. In the Ghana Education Service, the head teacher is the only teacher in the basic schools who enjoys responsibility (headship) allowance. There is the need to extend these allowances to other teachers who play certain roles, for instance, the assistant head teacher, form masters, examination committee members, etc.

Promotion is another key area that affects the motivation of teachers. Teachers on the field desire fair and timely promotions. This is because promotions lead to a higher rank and an increase in one's salary. The respondent's view is linked with that of Banjoko (1996) who opined that the desire to be promoted and earn enhanced pay may also motivate employees. Stoke, in Adeyemo (1999) stipulated that there are basic assumptions of motivation practices by managers which must be understood. That factors

such as ability, resources, and conditions under which one performs, are also important. The respondents did not miss points when they stressed that resources such as Teaching and Learning Materials should be adequate to foster smooth teaching and learning, which could be a source of motivation for the teacher.

Research has it that no matter how automated an organization or an education complex may be, high performance depends on the level of motivation and the effectiveness of the workforce/teachers (Adeyemo, 1999). Staff training is an indispensable strategy for motivating workers. The research participants specifically mentioned that leadership of the Ghana Education Service should periodically organize INSET for teachers. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

### **5.5 Summary**

This aspect of the study discussed the findings on each of the research questions posed. This was done in relation to the literature reviewed. It ended on strategies that can be put in place to increase teacher motivation in the Tamale Metropolis.

## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

This is the final chapter which provides a brief overview of the study, highlighting the major findings to draw conclusions and suggest the way forward. The purpose of this study was to assess the factors that influence the motivation of primary school teachers in the Tamale Metropolis in the Northern Region of Ghana. Four objectives were set out and these were to: explore the concept of teacher motivation among primary school teachers in the Tamale Metropolis; ascertain which gender of primary school teachers in the Tamale Metropolis is more motivated in the teaching profession; explore the factors that influence the motivation of primary school teachers in Tamale Metropolis; and identify ways of motivating primary school teachers in the Tamale Metropolis.

To achieve the objectives stated above, the following research questions were set:

- a. How do primary school teachers in Tamale Metropolis understand the concept of teacher motivation?
- b. Which gender of primary school teachers in Tamale Metropolis is more motivated in the teaching profession?
- c. What are the factors that influence the motivation of primary school teachers in the Tamale Metropolis?
- d. How can primary school teachers in the Tamale Metropolis be motivated?

Relevant literature was also reviewed around many issues on the topic under study, including concepts of teacher motivation, theories of motivation (Abraham

Maslow's Hierarchy of Needs, Alderfer's ERG Theory, Herzberg's Two Factor Theory, and McGregor's Theory X and Y, etc), and factors that influence teacher motivation. A descriptive survey design was employed for the study. A sample size of 250 was used for the study. The simple random sampling technique was used to select respondents for the study. In order to collect the data, a questionnaire was used. The key findings of the study are presented in the next section.

### **6.1 Summary of Main Findings**

The first research question explored primary school teachers' understanding of the concept of teacher motivation in the Tamale Metropolis. The study revealed that motivation is largely derived from monetary rewards. Teachers are not much intrinsically motivated in their day to day activities. Motivation is derived from both money and the teacher himself or herself. Ranks of teachers also contribute positively towards their motivation.

The second research question sought to find out which gender of primary school teachers in the Tamale Metropolis is more motivated in the teaching profession. It came to light that teaching at the basic level is predominantly a female profession. It is therefore not surprising that the female teachers were more motivated than the male teachers.

On the third research question, factors that influence the motivation of primary school teachers in the Tamale Metropolis have been brought to the fore. The major factors that influence their motivation include availability of teaching and learning

materials, adequate infrastructure, attractive nature of classrooms, teachers' participation in decision making, support from SMC/PTA and Opportunities for further studies.

The last but not least research question sought to find out how primary school teachers in the Tamale Metropolis can be motivated. Some ways of motivating the primary school teacher include increase salary/wages of teachers, provision of adequate Teaching and Learning Materials and responsibility allowance for teachers with additional roles. Others are provision of decent accommodation for teachers in the rural areas and fair and timely promotion of teachers who are due.

## **6.2 Conclusions**

On the basis of the findings of the study, the following conclusions were drawn. The salary of the teacher greatly influences his motivation as he goes about his job. He has basic needs that must be satisfied. Once these needs are satisfied, he will at least, have a peace of mind to deliver.

Aside salary, there are other important factors that determine teacher motivation and as such, must be looked at. The teachers need adequate Teaching and Learning Materials, infrastructure, opportunities for further studies, etc In a nutshell, it is important that teachers are given what is due them. For the country to achieve its educational goals, the teacher must be motivated with his job so he can play his part very well to reach those goals. To this end, a number of recommendations have been given below.

### 6.3 Recommendations

It has been said that teachers are arguably, the most important group of professionals for the nation's future and it is very disturbing to find that many of today's teachers are not motivated with their jobs. Although government has put in place so many measures such as the Best Teacher's Award Scheme, acceleration of promotion, salary increment and study leave with pay, to mention a few, the researcher believes that the recommendations given would go a long way to increase teacher motivation. In the light of the findings of the study and conclusions drawn, the following recommendations are made:

1. It emerged from the study that the primary school teachers are not motivated with their salary package, bonuses, allowances and other incentives, provision of teaching and learning resources, recognition of teachers' achievement. Therefore, government, policy makers and other stakeholders in education should put in place measures such as giving teachers professional allowance, car loans and rent allowance to entice teachers. The retention premium currently paid to teachers should be increased.
2. The Single Spine Salary Structure currently used to pay public sector workers should be improved by introducing elements that would make teachers happy with their salaries. This is because fair wages and salaries policies are key elements in enhancing employee performance. Basic wages and salaries on their own are unlikely to enhance performance but performance-related pay systems have been found to provide considerable motivation to individual performance and this could be applied to teachers. An unfair wages and salary system certainly leads to disgruntled

- employees. When teachers see that there is fairness in salaries, it would avoid comparisons that they make with regards to salaries of workers in other sectors.
3. Government should ensure that there is adequate Teaching and Learning Materials and the necessary infrastructure needed in schools to motivate teachers.
  4. More teachers should be recommended for awards yearly during Best Teacher Awards ceremonies to entice them to be motivated with their job.
  5. SMC/PTA and community members should be encouraged to interact with the schools from time to time and offer the necessary support to teachers.

#### **6.4 Suggestions for Future Research**

A relatively small sample size was employed for this study. Future researchers could consider increasing the number of research participants to obtain varied views on the phenomenon under study. They could also consider conducting the research on this topic in other parts of the country to reveal the motivation level of the country's key professionals – teachers.

Bindu and Sudueeshkumer (2005) postulate that, a motivated and a happy teacher is very likely to exert himself or herself to work with enthusiasm and that stress could be minimized. It is therefore suggested that future researchers can research into curriculum designers and policymaker's contributions to teacher job morale. This aspect is important because anecdotal evidence shows that teachers feel that they are not part of the curriculum design process, and see curriculum policies as an imposition on them. This is a good area for future studies since this study could not investigate into the role of curriculum designers and policy makers (GES) in contributing to teacher motivation.

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## APPENDIX A

### UNIVERSITY OF EDUCATION, WINNEBA

#### TOPIC: FACTORS THAT INFLUENCE MOTIVATION OF PRIMARY SCHOOL TEACHERS: A CASE STUDY OF THE TAMALE METROPOLIS

#### QUESTIONNAIRE ON FACTORS THAT INFLUENCE MOTIVATION OF PRIMARY SCHOOL TEACHERS IN TAMALE METROPOLIS

This questionnaire is designed to solicit information from primary school teachers on factors influencing their motivation. It is designed to help the researcher in writing a dissertation which is required for the award of a Master of Educational Leadership. As such, it is intended for academic purposes only. Questionnaires to be administered will not probe into personal issues of respondents or fault findings. Hence, frankness in responding to the items is very much required. The questionnaire will not bear the names of the respondents and the researcher will be held responsible if the information is not intended for its purpose. An empirical data base determining factors that influence primary school teachers in the Tamale Metropolis would be based on your candid opinion on these issues, which would be crucial to the study. Your responses will be treated confidentially.

#### SECTION A: DEMOGRAPHIC DATA

Please tick [] or provide the appropriate responses only.

1. Gender: Male []                      Female []
2. Age: 20 – 29 []    30 – 39 []    40 – 49 []    50 – 59 []    Above 59 []

3. Marital status: Single [ ] Married [ ] Divorced [ ] Widow [ ] Widower [ ]
4. Number of children/dependants: 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] More than 5 [ ]
5. Location of school: Rural [ ] Urban [ ]
6. Number of years in teaching service: Less than 5 years [ ] 5 – 10 years [ ] 10 – 15 years [ ] 15 – 20 years [ ] 20 – 25 years [ ] 25 – 30 years [ ] Above 30 years [ ]
7. Professional/Academic qualification: Degree [ ] Post-graduate Diploma [ ] M. A [ ] M. ED [ ] M. Phil [ ] Doctorate Degree [ ] Others .....
8. What position do you hold in the school? Please, specify. ....
9. What is your rank in G.E.S? Superintendent [ ] Senior Superintendent [ ] Principal Superintendent [ ] Assistant Director 2 [ ] Assistant Director 1 [ ] Director 2 [ ] Director [ ]

**NB: PLEASE TICK [✓] YOUR RESPONSE TO EACH OF THE ITEMS IN SECTIONS B, C AND D USING THE RATING SCALE PROVIDED BELOW**

**RATING SCALE**

Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree(SD)	1

**SECTION B: TEACHERS' UNDERSTANDING OF THE CONCEPT OF MOTIVATION**

S/N	CONCEPT OF MOTIVATION	SA	A	D	SD
1	Motivation is derived from money/salary only				
2	Motivation is derived from the teacher him/herself only				
3	Motivation is derived from both the money and teacher him/herself				
4	Motivation is based on a teacher's rank				
5	One can be motivated both intrinsically and extrinsically				

**SECTION C: FACTORS THAT INFLUENCE MOTIVATION OF PRIMARY SCHOOL TEACHERS**

S/N	FACTORS THAT INFLUENCE TEACHERS' MOTIVATION	SA	A	D	SD
1	Availability of Teaching and Learning Materials				
2	Adequate infrastructure e.g classrooms				
3	Attractive nature of classrooms				
4	Recognition of teacher's achievement				
5	Teachers' participation in decision making				
6	Support from SMC/PTA				
7	Incentives from community				
8	Accommodation for teachers				
9	Other sources of income				
10	Opportunities for further studies				

**SECTION D: WAYS OF MOTIVATING PRIMARY SCHOOL TEACHERS**

Please suggest some ways in which primary school teachers can be motivated.

1. ....
2. ....
3. ....

THANK YOU.

