UNIVERSITY OF EDUCATION, WINNEBA

FACTORS ENHANCING MOTIVATION OF KUMASI SENIOR HIGH SCHOOL

TEACHERS IN ASOKWA MUNICIPALITY

MUNIRU MOHAMMED KAMIL

A Dissertation in the Department of Educational Leadership, Faculty of Education and

Communication Sciences, submitted to the School of Graduate Studies, University of

Education, Winneba, in partial fulfilment of the requirements for award of the Master of

Arts (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

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

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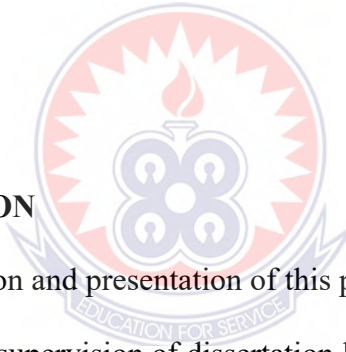
SUPERVISOR'S DECLARATION

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

NAME OF SUPPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE: …………………………………

DATE: ………………………………………

ii

ACKNOWLEDGEMENT

DEDICATION

To my wife Mariam Gyimah and all my lovely brothers and sisters for their support and encouragements.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of this study was to determine the factors enhancing teacher motivation in Kumasi Senior High School in Asokwa Municipality in Ashanti Region. Specifically, the study was to determine the extent to which head teacher fairness enhance motivation of teachers, the extent to which remuneration enhance motivational level of teacher and to determine the extent to which students discipline behaviour affects the motivational level of teachers in Kumasi Senior High School in the Asokwa Municipality. The study population comprised 252 of teachers, out of which 200 teachers were selected to participate in the study. The Descriptive Research Design was used for the study. Closed-ended questionnaires (Likert Scale) were used to collect data for the study. The data analysis used statistical tools of frequency, percentages and mean. Findings from the study indicated teachers agreed that the head teachers' fairness affect their motivational level. Again, it was revealed that majority of the teachers agreed that remuneration affect their motivational level. Based on these findings, it was recommended that headmasters should be open in their supervisory roles, and not be biased in dealing with teachers. The Ghana Education Service (GES) should organize workshops for head teachers on effective supervision. Lastly, government should improve upon the retirement packages available to teachers at the end of their service.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, general research objective, specific objectives, significance of the study, scope, limitation of the study and conceptual frame work.

1.2 Background of the Study

Employees in an organization and learning institutions like to feel that someone cares about their work and appreciates it which motivates them to work more effectively and efficiently. Thousands of books and articles have been published about how to motivate a workforce. Not surprisingly, there are many conflicting views. In the olden days of old, you could either wrack your donkey rear with a stick or dangle a carrot in front of its nose when you wanted it to move. Something similar holds in the field of motivation. According to Parsely (2008), rewards will lead to attitudinal that will lead to change in behavior which will result in a better motivated workforce.

Motivation is a psychological force that moves a person into action to attain preset goals or the satisfaction of certain needs (Slavin, 2006). Ormrod (2008) defines motivation as an internal state that arouses us to action, pushes us in particular direction and keeps us engaged in certain activities (Ormrod, 2008, p. 452).

A study done by organization for Economic Co-operation and Development (OECD), which is an international organization, in 1994 pointed to the importance of motivating of teachers towards their jobs. In a research report on teachers in developing

1

countries like Ghana, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings was that teacher's motivation was fragile and declining. The report noted that "there is a strong link between teachers' motivation and performance, and education quality and improving teachers' motivation is not uniformity prioritized as a major concern of national and international policy makers'' (VSO, 2002; 2). The report added that addressing the factors that reduce teachers' motivation should be a major concern of policy makers; this was to create conditions for the success of other education interventions (VSO, 2002). Bame (1991) cited in Bambel (2005) states that the role teachers play is very paramount and exclusive to the entire educational system of every country. As a result of this, anything which affects teachers has been, and continues to be of paramount interest to educational authorities, practitioners and researchers. Teachers are responsible for providing the individual learner with the fundamental knowledge, skills, values, attitudes and behavioural patterns necessary for the full development of his own potentialities and capabilities. Through this medium, the individual effectively participates in the development, advancement and improvement of the community in which he lives. Bambel (2005:25) citing Drayer (1970) recognizes this fact and asserts that "classroom teachers are really the key to the quality of any educational system". Cohen (2000) observed that poor salary, excessive workload, poor infrastructure, lack of teaching and learning material, poor working relations with teachers and headmaster and work environment are the factors which affect the teachers' performance negatively. Teacher motivation plays a significant role in the promotion of teaching and learning excellence. It is obvious that a satisfied or well-motivated teacher is more likely to motivate students to

learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment.

Fredrickson (2004) re-emphasized the importance of motivating teachers on their job using a study conducted by the Voluntary Service Overseas (VSO) in 2002, whose research report findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Ghana and Nigeria. The study also observed that poor absolute value of the teachers' salaries was significant factor influencing their motivation. Low salaries and bad working conditions always breed corruption. The research report findings also noted that `there is a strong link between teachers' motivation and quality performance and quality education, all involved in guaranteeing quality assurance in the Nigerian educational system. Therefore, this study intended at investigation into factors enhancing teacher motivation.

1.3   Statement of the Problem

Teachers play a crucial role in the success of every educational policy initiative, yet in most parts of the world they are poorly motivated and have low identity (Agezo, 2010; Cogneau, 2003; Lambert, 2004; Ololube, 2006; Rebore, 2001; Sargent & Hannum, 2005). Teacher motivation has become an important issue given their responsibility. Satisfied teachers are generally productive and can influence students' achievement (Mertler, 1992; Analoui, 2000). The past decade has witnessed an increase in teacher motivation research across various contexts. Research findings reveal that teachers with high morale perform excellently (Steyn, 2002). Again, when school policies are favourable with good interpersonal working conditions, advancement, recognition for achievement, and output

is bound to increase. Most of these researches failed looked at factors enhancing teacher motivation. Thus, this research sought to add to the already existing literature by looking at the factors enhancing teacher motivation in public Senior High Schools in Asokwa Municipality in Kumasi and also come up with the recommendations for the improvement of motivational level of teachers.

1.4 Purpose of the Study

The purpose of the study was to determine the factors enhancing teacher motivation in public Senior High Schools in Asokwa Municipality.

1.5 Objective of the Study

The study was guided by the following specific objectives:

1. To examine the presence of teachers' motivation at Kumasi Senior High School in the Asokwa Municipality;

2. To identify factors responsible for the presence of teachers' motivation at Kumasi Senior High School in Asokwa Municipality;

3. To investigate the degree to which the presence of motivation affects teachers' output of work at Kumasi Senior High School in Asokwa Municipality; and

4. To investigate the degree to which the factors responsible for teachers' motivation enhance teachers' motivation at Kumasi Senior High School in Asokwa Municipality.

1.6 Research Questions

The study was guided by the following questions:

1. Are teachers 'motivation presence at Kumasi Senior High School in Asokwa Municipality?

2. What are the factors that are responsible for teachers' motivation presence at Kumasi Senior High School in Asokwa Municipality?

3. In what degree does the presence of motivation affect teachers' output at Kumasi Senior High School in Asokwa Municipality?

4. To what degree does factors responsible for teachers' motivation enhance the level of teachers' motivation at Kumasi Senior High School in Asokwa Municipality?

1.7 Significance of the Study

The study is aimed at examining the factors that enhance teacher motivation in Kumasi Senior High School in the Asokwa Municipality in the Ashanti Region of Ghana. The result will assist the Headmaster of Kumasi Senior High School, Government, Ghana Education Service, researchers, parents, and other headmasters of public Senior High Schools in Ghana to have an insight into the factors that enhance teachers' motivation.

The findings from this study are likely to have great implications for the Government, Ghana Education Service/ Ministry of Education, and other stakeholders of Senior High Schools in Ghana to develop and implement of policies that will enhance teachers' motivation so as to improve the quality of teaching and learning in Kumasi Senior High School and Ghana as a whole.

The outcome of this study will go a long way to bring to bear some of the motivational packages available or unavailable to teachers in Ghana Education Service especially to those in Kumasi Senior High School to enable them increase their performance. The study will also bring out which aspect of motivation packages needs attention in teaching service so that the employer (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set.

The study would be helpful to identify the factor enhancing teachers' motivation public Senior High Schools in Ghana. It is an undeniable fact that the outcome of the study will go a long way to add up to the existing body of knowledge in the subject matter being studied.

1.8 Delimitation of the Study

By carrying out the study in the Asokwa Municipality which has only one Public Senior High School, enough time and resources were saved in the data collection for this study. Regarding its content scope, the study examines the effect of teacher" motivation on the quality of teaching and learning. Indicators of intrinsic motivation assessed by the study included job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

1.9 Limitation of the Study

This study concentrated on the factors enhancing motivation of Public Senior High School teachers in Asokwa Municipality and this may affect the generalization of the findings of the study to the whole country. A research of this nature demands acknowledgement of its possible shortcomings so as to limit criticisms. There is the need to admit that certain problems are encountered. Financial and materials problems restricted the scope of the study to Kumasi Senior High School. The time within which the researcher was to submit the study also posed a constraint. As peculiar of every research, a handful of problems were encountered during the research, especially at data collection stage.

1.10 Organization of the Study

The study was organized into five chapters. Chapter one deals with the background of the study, statement of problem, purpose of the study, objectives, research questions, hypotheses, significant of the study, delimitation of the study, limitation and organization of the study.

Chapter two deals with review of available literature relevant to the study, while chapter three will emphasis on research design, study area, the population, sample size and sampling procedure, instrumentation, data collection and the procedure used in data analysis. Chapter four presented analyses the result of the study and chapter five also presented the summary of the research findings, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed literature relevant to the study. That is the researcher observed at the relevant literature under the following important headings:

i. Theoretical Framework

ii. The concept of motivation

iii. Theories on work motivation

iv. Remuneration factors and Teacher motivation

v. Head teacher Fairness and Teacher motivation

vi. Students' discipline and Teacher motivation

2.2 Theoretical Framework

A quite popular explanation of process motivation, developed by Victor Vrooms is the Expectancy theory, rated as one of the most prominent motivation and leadership theories. The majority of the early studies tested the accuracy of the expectancy theory in predicting employee behavior. Humphreys and Einstein (2008) opined that expectancy theory focuses on the individual perception of the work environment and the interactions of that content with one's personal expectations. This study will be based on the Expectancy theory by Vroom (2012) cited in Cole (2007) states that individuals are more likely to strive for improvement in their work due to expectation of a valued reward. The Expectancy Theory based on these assumptions has three key elements; expectancy, instrumentality and valence. A person is motivated to the degree that he or she believes

that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence), (Greenberg, 2011).

Expectancy is a person's estimate of the probability that job-related effort will result in a given level of performance. Expectancy is based on probability and ranges from 0 to 1. If an employee sees no chance that effort will lead to the desired performance level, the expectancy is 0. On the other hand, if the employee is completely certain that the task will be completed, the expectancy has a value of 1. Generally, employee estimates of expectancy lie somewhere between these two extremes.

Instrumentality is an individual's estimate of the probability that a given level of achieved task performance will lead to various work outcomes. As with expectancy, instrumentality ranges from 0 to 1. For example, if an employee sees that a good performance rating will always results in a salary increase, the instrumentality has a value of 1. If there is no perceived relationship between good performance rating and a salary increase, then the instrumentality is 0.

Valence is the strength of an employee's performance for a particular reward. Thus, salary increases, promotion, peer acceptance, recognition by supervisors, or any other reward might have more or less value to individual employees. Unlike expectancy and instrumentality, valences can be either positive or negative. If an employee has a strong preference for attaining a reward, valence is positive. At the other extreme, valence is negative. And if an employee is indifferent to reward, valence is 0. According Cole (2007), valence is the strength of the belief that attractive rewards are potentially available, it is the energy to motivate, whiles differs from individual to individual. According to Vroom, the

9

three factors merged to create a driving force which motivates the individual to put in effort, achieve a level of performance, and get rewards at the end. This study therefore adopted the expectancy theory to vividly elucidate the factors enhancing teacher motivation in government Senior high schools especially in the Asokwa Municipality. The theory was also used to analyze and explain headmaster's fairness, remuneration, student's discipline and job satisfaction to improve teacher motivation in the Asokwa Municipality.

2.3   The Concept of Motivation

According to Ifinedu (2003), employee motivation is a complex and difficult term to define; therefore, a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Cole (2004) opines motivation is the term used to describe those processes both instructive and rationale, by which people seek to satisfy the basic derives, perceived needs and personal goals, which trigger human behaviour. Atkinson (2000) indicated that being successful in life go hand in hand with motivation. When one learns how to achieve motivation for something he or she truly desire; nothing can stop him or her from having it. What truly motivates you then take action towards it and watch it become your reality. Kim and Garman (2008) define motivation as the driving force within an individual by which they attempt to achieve some goal in order to fulfill some needs or expectations. These inner-striving conditions described as wishes, desires, drives, urges, aspirations, and needs of human beings direct, control or explain their behavior.

Brousard and Garrison (2004) define motivation as an attribute that moves us to do or not to do something. In this context of this study, it is defined as the act of making

teachers feel that their work is recognized and valued and at the same time, they get the rewards worth their input. Further, Gupta (2009) argued that motivation is the process by which the efforts of an individual or group are energized and sustained towards attaining a goal. It involves a chain reaction starting with felt needs, resulting in motives, which raise tension (unfulfilled desires) which causes action towards goals. Motivation is internal and external motives, desires and wishes directing, empowering and controlling people's actions by affecting them (Guzel, 2011).

Atkinson (2000) defines motivation as set of process that arouse, direct and maintain human behavior towards attaining some goal. He added that, motivation is subjective and highly dynamic in nature. It keeps on changing and depends upon personal, social and organizational factors. It emerges, in current theories, out of needs, values, goals, intentions and expectation. He went further to say that because motivation comes from sources and factors, organizations need to understand, cultivate and direct the motivation for the benefits (Atkinson, 2000). Motivation is also seen as some kind of internal drive which pushes someone to do things in order to achieve something. Therefore, work motivation refers to the psychological process that influence individual behaviour with respect to the attainment of workplace goals and tasks (Bernell and Acheampong, 2007).

Baleghizadeh and Gordani (2012) opined that motivation is a predisposition to act in a specific goal directed manner. They added that, motivation is a strong quality for everyone to possess; and one can only possess it when he or she set a burning desire to have something in life. No one can give it to you. It can change a person's life in many ways. It can change the way one think, and when you become involved with personal development and become a much more positive individual, motivation will get your

11

negative environment. Also, it the fuel that inspires us to reach our goals and achieve what we truly desire (Baleghizadeh and Gordani, 2012). Bess (2007) is of the view that motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. In this context of study, it is expedient to plausibly say that motivation is the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input.

In relation to motivation, Bishay (2006), opined that motivation is present whenever there is clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities. He added that motivation is one of the most important keys to success. Therefore, to him where there is lack of motivation you either get no results, or only mediocre results, whereas when there is motivation, you attain greater and better results and achievement (Bishay, 2006). In relation to that when we compare a student who lack motivation and who hardly studies, to student who is highly motivated, and who devote many hours to his studies; they will get absolutely different grades Bishay (2006).

Highly motivated teachers are the key factors of a successful educational system. Any successful educational system depends on qualified and well-motivated teachers because motivated teachers have positive impacts of learners learning and is able to create an appropriate classroom atmosphere, have reasonable control of their work activities, is willing to accept responsibility and are personally accountable for outcomes. Tracy (2005) defines motivation as all those inner conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated teachers have sense of professionalism and are enthusiastic and totally committed to teaching.

12

According to Briuinsam and Jansen (2010) opined that, Motivation is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. They added that, often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. They added that, motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his or her goals Briuinsam and Jansen (2010).

2.4 Theories on Work Motivation

For the tenacity of this study, the research considered the following work motivation theories to be vital in this study: The Maslow's hierarchy of needs, Herzberg's Motivation-hygiene theory and each was deliberated in some details.

2.4.1 Maslow's Hierarchy of Needs

One of the most widely cited and discussed content motivation theory is the Hierarchy model proposed by Abraham Maslow. Maslow cited in Jaffe (2008) opined that human being have internal need pushing them on towards self-actualization(fulfillment) and personal superiority. Maslow came up with the view that there are five important different levels of needs and once we happen to satisfy a need at one stage or levels of the hierarchy it has hampered on our behavior. At such levels our behavior tends to decline, we now put forth a more effective impact on our behavior for the need at the next level or stage up the hierarchy.

Firstly, individuals are motivated by physiological needs: By Maslow this physiological need forms the basic needs that are vital to survival, such as the needs for water, air, food, shelter and sleep. When peoples are hungry, don't have shelter or clothing, there are more to be motivated to fulfill these needs because these needs become the major influence on their behaviour. On the other hand, when people don't have a deficiency in those needs (physiological needs) their needs tend to move to the second level where it is equally seen by Maslow as the greatest order of needs (Kusi, 2017).

The second level which is relevant for survival, but are not demanding at the physiological needs are the safety or security needs. Example of safety needs include the desire for steady employment, health insurance and the shelter from the environment (Kusi, 2017).

The third level of needs by Maslow was the social needs. These include needs for belonging, love and affection. When feeling secure at work, employees placed job relation as their focus that is trying to build up a good friendship, love and romantic attachments (Kusi, 2017).

The fourth level of needs by Maslow was the Self-esteem needs. This includes the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment (Kusi, 2017).

The highest or last level of Maslow's need is self-actualization needs: This is the highest level of Maslow hierarchy of needs, self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others and interested in fulfilling their potential (Kusi, 2017).

Figure 1: Maslow's Five Hierarchies of Needs

2.4.2 Herzberg's Two Factor Theory

According to Green (2009) a study using Herzberg's theory to compare what motivates public. Private sector employee showed that in employees of both sectors, the motivation to work tended to value extrinsic or hygiene factors significantly more than the workers in the private sector. Herzberg cited in Bess, (2007) had the notion that those factors which cause job satisfaction are not the opposite to those that causes job dissatisfaction. Herzberg survey was carried from a group of accountants and engineers. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors.

Motivators create job satisfaction which includes achievement, recognition, autonomy and the other intrinsic aspects when there are fulfilled. On the other side of the coin, he came up with the hygiene factors which will enhance dissatisfaction when they are

15

not fulfilled. Motivations are those factors which provide a feeling of job satisfaction at work. These factors hamper the ways of work in a company; for instance, giving responsibility to carry an enlarged task within an organization and providing the person with the necessary condition will lead to growth and advancement to higher level tasks. Motivators are those factors which come from within an individual that is intrinsic. These factors are related to work content (Bess, 2007) and include achievements, interest in the task, and responsibility of enlarging task, growth and advancement to higher level. Hygiene factor are essential to make sure that the work environment does not develop into disgruntled situation. Typical hygiene factors (also called extrinsic factors) are salary, working condition, status, company policies and administration (Bess, 2007).

In the nutshell, motivation factors are related to work content (theme), while hygiene factor are related to work environment as summarized in **Table 2.1.**
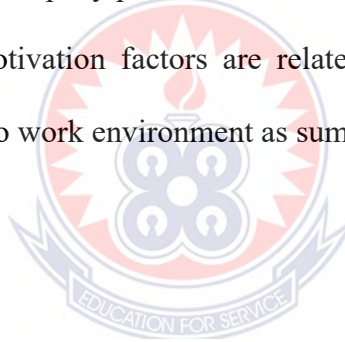
Table 2.1 Motivation and Hygiene Factors

Motivation factors (Intrinsic)	Hygiene factors (Extrinsic)
- Achievement - Recognition - Responsibility - Work itself - Advancement - Personal growth	- Company/organization policy and administration - Interpersonal relations - Working conditions - Salary/wages - Job security - Status - Benefits

Sources: Bess (2007)

2.4.3 Remuneration Factor and Teacher Motivation

According to Crookes and Schmidt (2001), rewarding employee is an important factor in employee motivation. Most organization has gained the immense progress by full comparing with their recognition programmes for employee. Andrew (2004) concludes that commitment of employee is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Remuneration is typically utilized to energize, direct and control employee behavior. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc. While extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions etc. Hu et al. (2007) pointed out that reward include monetary (salary,

17

bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employees use to support their differentiation of employees. Hadfield and Dornyei (2013) research findings appear to confirm vies by Herzberg (1996) that pay is a hygiene factor rather than a motivator and once people are satisfied with their pay additional increase will have little effect where other factors are pushing an individual towards quitting.

According to Tang and Baldauf (2007) noted that inadequate salary increases related to effective in increasing performance. Teachers are motivated when they are paid on time, when retrieving their pay is easy and sometimes through performance bonus pay schemes.

Cole (2004) argued that prosperity and survival of the organization is determined through how they treat their human resource. Sylvis and Hutchinson (2005) examine those intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits and promotions. According to Okumbe (2001) opined that bonus is an integral agent administered when a desired act or task is performed, that has controlling and informational properties. He added that bonuses are usually administered to increase the employee's motivation for effective and efficient work performance.

Reio and Callahou (2004) argue that both intrinsic and extrinsic rewards motivate the employee and resulted in higher productivity. They added that sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Therefore, intangible or psychological rewards like appreciation and

recognition plays a vital role in motivating employee and increasing his performance. According to Gardner (2007) a worker is more likely to perform to his potential if the worker is happy with the salary earning. A person earning a high salary feels motivated to do good job, because he wants to please his employer to retain his position (Gardner, 2007).

The employee salary brings a feeling of security, allows employees to find accomplished and gives the worker a high status ranking that he enjoys. Brophy (2003) noted that an employee's much more willing to put in extra hours at the office if the employee feels his financial rewards, are fair trade-off. Dornyei and Schmidt (2001) opined that the effort and commitment employees give o their work depends on the bonuses they received. Dornyei and Schmidt (2001) argued that the effort and commitment employees give to their work depends on the bonuses they received. They added that productivity by employees depends on the bonuses they received Dornyei and Schmidt (2001). Moreover, Deci and Ryan (2005) asserted that wage is a motivator. They further that when a wage system is attractive to the employees, it motivates them to work harder, are more focused and better results are got and conclude that this also reduces the high employee turnover normally experienced in quite a number of organizations. In his submission, Gardner (2007) opined those talents can make a difference in wages. He argued that a wage accommodate compensation for talent shown by employees. Gaedner (2007) further emphasized that wage enhance employees' motivational levels. Research on motivation in Sub-Sahara Africa and Asia by Bennell and Acheampong (2007) show that teachers in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly de-motivated. The study shows that the major problems of poor motivation include teacher deployment, teacher

turnover which results to high attrition rate, that is occupational attrition (teacher leaving the profession to take up other job) and teacher absenteeism. Also, turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, this will have a negative impact on teachers' moral and motivation Bennell and Acheampong (2007).

2.4.4 Head Teacher Fairness and Teacher Motivation

Teachers and head teachers play an imperative role in upholding and improving education standards on learning institutions. Head teachers are charged with the responsibility of overseeing the day-to-day operation of a school. Teachers on the other hand are very instrumental when it comes to imparting knowledge, discipline, beliefs and values to students. Thus, it is evident that a good relationship between the head teachers and teachers promotes a conducive learning environment that can lead to good performance amongst students. Basically, a healthy relationship between teachers and head teachers is one that is characterized by mutual respect, collaboration, trust and a common goal Harris, Day and Hadfield (2003, p67).

According to Greenberg, (2002) argued that head teacher fairness describes the teachers' perception of whether they are being treated fairly by the organization. Head teacher's fairness has been conceptualized on three dimensions: distributive justice, procedural justice and interactional justice (Folger & Cropanzano, 2008).

Distributive fairness refers to the perceived fairness of the allocation of resources by the head or the school (Goncalo & Kim, 2010). This definition stems from the equity

theory in which employees judges the fairness of work outputs (e.g., pay, promotion, rewards and benefits) offered by the organization with respect to their work inputs (hard work, enthusiasm, skills level, commitment and dedication) (Fraser, 2005). Employees assess the fairness of their input/output ratio by comparing their ratio to the ratios of referents such as colleagues (Greenberg, 2005). If an employee feels inequitable, he/she is motivated to change his ratio by reducing inputs or increasing outputs. For example, when an employee perceives that the output of a decision is unfair, he may be engaged in counterproductive work behaviour.

On the contrary, when he or she perceives that the distribution of the organization is fair, a higher level of motivation is ensued (Folger & Cropanzano, 2008). Procedural fair refers to the perceived fairness of the procedures used to make allocation decisions and distribute the outputs (Forsyth, 2006). Employees judge the fairness of procedures by the amount of bias, the breadth and accuracy of information gathered, number of relevant parties shared in taking decisions, ethical standards applied and the consistency and universality of decision implementation (Dailey & Kirk, 2002). Employees always have certain beliefs and attitudes about the way leaders make and implement decisions. When the beliefs of how decisions should be made and how they are actually made are different, the employees may suffer from cognitive dissonance and they will feel uncomfortable, consequently dissatisfied (Dailey & Kirk, 2002).

Interactional fairness refers to perceived fairness of interpersonal treatment (Greenberg, 2003). It is formed of two constituents: interpersonal and informational justice. Interpersonal fairness is concerned with the way leaders treat their subordinates and the response of these subordinates (Babaoğlan & Ertürk, 2013). Informational fairness is

21

concerned with the communication of information and the sufficiency of explanations given in terms of their specificity, timeliness and truthfulness (Bal, 2014). In this study interactional fairness will be treated as one construct encompassing both concepts. Perceptions of interactional fairness result from the behaviour of head teachers in building trust such as availability, competence, consistency, discreetness, fairness, integrity, loyalty, openness, promise fulfilment l, receptivity and overall trust (Akgüney, 2014).

Bal (2014) pointed out that there is a significant relationship between head teacher's fairness and teachers' motivation. Bedük (2011) found out that procedural fairness is the best predictor of work motivation, though distributive fairness is also effective but honestly it is less effectual (Bedük, 2011).

Cropanzano and Wright (2003) stated that perceptions of distributive fairness significantly depend on increasing the fulfilment or gratification of payment and overall work motivation. Bedük (2011) indicated that, there is a significant relationship between overall institutional fairness and overall employee motivation.

Kılıç and Demirtaş (2014) believed that feelings of deprivation and inequality usually cause some psychological and behavioural effects such as dissatisfaction, job stress and absenteeism. Boswell and Bourdreau, (2000) analysed the relationship between fairness and employees' motivation. They also stated that the sense of fairness in the organization would directly influence the displacement and desertion. The feelings of fairness and trusting in leaders are also effective in motivating employees.

2.4.5 Students Discipline and Teacher Motivation

Discipline can be defined as the means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves (Adesina, 2009). Although

society is responsible for the enculturation of its citizen, where socialization is largely informal it has little involvement with professional teachers. Within the context of formal education, however, the teacher's role is greater. Whenever, he engages himself with the complex task of transmitting knowledge and skills, cultural heritage and values, the teacher acts in his own right as a professional (Mensa, 2009). According to Seeman (2000), he opines that there is a relationship between teacher motivation and learner discipline and expressed that discipline is an activity of subjecting someone to a code of behaviour that there is a widespread agreement that an orderly atmosphere is necessary in a school for effective teaching and learning to take place.

According to Doveton (2001), respecting students is essential for boosting teacher motivation. One of the most prevalent issues highlighted is that teacher motivation oftentimes depends on students respecting their teachers. This type of behaviour is acceptable by teacher and influence teachers job performance. Henly (2010) argued that found that learners' discipline enhances teachers' motivation and noted that the passion for teaching is also significantly influenced by learner discipline (Ferguson & Johnson (2010). In regards to students' discipline and teacher motivation, Scheuermann and Hall (2008) maintain that discipline make teaching and learning easier and improves teacher motivation and concluded that school discipline enhances school improvement via teacher motivation. Rossouw (2003) stressed that disciplinary problems breeds' teachers stress that decline teacher motivation with its associate indication of poor students' academic performance together with poor teaching and learning environment which impacts negatively on the motivation of teachers.

Butchart (2008) agrees and indicated that their job performance depended on learner behaviour. Such teachers work performance depends on discipline or disciplinary problems in an unpleasant or pleasant manner. For example, teachers experiencing students' disciplinary problems become sarcastic or lose their self-control, and scream at the learners. Thus, some teachers become frustrated with their learners' unacceptable behaviour which leads to poor teacher motivation and even lower teacher morale (Butchart, 2008). Seeman (2000), noticed that there is a relationship between teacher motivation and learner discipline and expressed that discipline is an activity of subjecting someone to a code of behaviour that there is a widespread agreement that an orderly atmosphere is necessary in a school for effective teaching and learning to take place.

Canter (2000) in his view showed that experienced teachers do not deal with problems, they prevent them from occurring and emphasized that classroom rules and regulations are fundamental to order in the classroom, and order in the classroom is essential if effective teaching and learning are to take place. He added that effective consent of students to rules and regulations motivate teachers to teach effectively. Students respecting classroom rules and regulations are all there to ensure appropriate behaviour and mutual respect.

It is often said that a disorganized teacher creates a disorganized class and a dis-organized class is usually very difficult to control. It therefore means that a teacher needs to put certain measures in place to maintain discipline in his or her class. J. S. Farant (1994) has put the following measures across in his Principles and Practice of Education in maintaining discipline in a class:

i. Maintain your Dignity; the teacher should avoid lowering his or her dignity by getting entangled in verbal exchange of words or baseless arguments or physical scuffles with students.

ii. Be consistent, the teacher should not be strict with discipline one day and slack another. Also, a teacher should not favour any student in dealing with discipline.

iii. Be firm, according to Farrant, your authority will quickly be lost if you appear to be uncertain in your decision. The teacher must speak with clarity and certainty.

iv. Use Punishment and Rewards Wisely, there are several forms of punishment that are meted to students whenever they misbehave in class. Here the teacher is entreated to be fair in punishing students. Punishment should be aimed at reforming and transforming the students.

v. Be alert and Self-Critical, class control involves being alert and aware of one's self that is, your weakness as well as your strengths. In a class, one ought to be able to see what is happening in every part of the class and instantly address any act of indiscipline.

According to Black and John *(*2002) they argued on the same line with Farrant that there are several things that a teacher can do to earn their students' respect and they further indicated that teachers should engage in the following practices to earn respect from their students**:** to have a positive attitude, be consistent, be fair, have a sense of humour and be flexible. Another scholar by name Canter (2000) designated those experienced teachers do not deal with problems, they prevent them from occurring and stressed that classroom rules and regulations are fundamental to order in the classroom, and order in the classroom is essential if effective teaching and learning are to take place. He further stated that effective consent of students to rules and regulations motivate teachers to teach effectively.

25

Students respecting classroom rules and regulations are all there to ensure appropriate behaviour and mutual respect. To this Bull (2009) was of the view that maintains an orderly system that creates the conditions in which learning takes place that enhance teacher job satisfaction.

Indiscipline among students is one of the key glitches in school and almost all teachers have to deal with it each day. Gossen (2006) designated that if left unchecked, it can become a major problem that demotivates teachers. Gossen (2006) added that students' obedience breeds both students and teachers' personal safety. This indicates that rules are intended to protect them.

In addition, the children's Act of Ghana, section 13(2) states that: No correction of the child is justifiable which is unreasonable in kind or in degree according to the age, physical and mental condition of the child, and no correction is justifiable if the child by reason of tender age or otherwise is incapable of understanding the purpose of the correction Although officially in Ghana many Schools have extremely rigid code of behaviour ,in practice, many teachers are unable to manage students behaviour due to their inability to enforce discipline. On the other hand, teachers use orthodox styles which sometimes are primitive and unacceptable. In schools, strictly maintaining order in the classroom tend to divert the teacher's attention from instruction, leaving little opportunity for concentration and focus on what is being taught (Mensa,2009).

2.5 Factors Enhancing Teacher's Motivational Level

There are two main factors affecting teacher motivation namely; intrinsic and extrinsic factors. Intrinsic factors are those which come from within a person whereas extrinsic factors are those which are determined basically by the level and type of external

rewards that are available (Bennell & Akyeampong, 2007). However, Claeys (2011) identifies a third factor and calls it altruistic. She defines altruistic factor as "a love for and desire to work with children and/or young persons, and an inclination to serve society" (p.4). Although extrinsic factors like higher remuneration and good working conditions "tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives" (Bennell & Akyeampong, 2007, p. 4).

The extrinsic factors affecting teacher motivation are many and varied; however, for the purpose of this study they were grouped into five categories, namely; attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status.

2.5.1 Attractive Remuneration

Competitive salaries and benefits for teachers are very important in attracting and retaining high-quality teachers. Levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long (Dolton & Marcenaro-Gutierrez, 2011). Without motivated and qualified teachers, the positive impact of teaching on student learning may be affected. The only condition that would attract qualified teachers to the profession is the payment of attractive remuneration (Dolton & Marcenaro-Gutierrez, 2011).

Even though working conditions alone do not guarantee high-quality education but poor pay in teaching cannot guarantee the attraction of high quality teachers and secure favourable pupil outcomes (Dolton & Marcenaro-Gutierrez, 2011). Important policy decisions in education rest on the relationship between teacher salaries and the quality of

27

teachers, but the evidence about the strength of any such relationship is thin (Chiresha & Shumba, 2010; Hanushek, Kain, & Rivkin, 1999). If teachers were paid well, they would undoubtedly be motivated to give of their best thereby bringing about good performance in students. Teachers are the most important factor in determining the quality of education that children receive in schools. Once teachers receive attractive remuneration they would be satisfied with their job, and this in turn, is tied to their work performance, including involvement and commitment (Chiresha & Shumba, 2010; Hanushek, et al., 1999). It is through teachers' commitment only that the success of the implementation of educational reforms can be guaranteed (Dolton & Van der Klaauw, 1999).

Attractive remuneration improves the status of teachers, especially those in Africa. In most African countries like Senegal, Malawi and Liberia the status of teachers are low because their remuneration is not comparable to other professionals like bank clerks and engineers (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004). When teachers are paid competitive remuneration, it would not only commensurate their heavy work load, but also raise their status in the society (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004).

Teachers receive remuneration in exchange for their services to their employer, and this remuneration determines for most of them, the quality of life they can enjoy (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004). Apart from enhancing teachers' quality of life, attractive and sustainable remuneration represent also a source of psychic fulfilment relative to their perceptions of self-worth both as employees and as individuals (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004).

2.5.2 Good Working Conditions

Teachers' working conditions may be explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. To me, teachers' working conditions include the physical and material environment such as classroom space and appropriate number of class size, electricity, availability of enough furniture; and teaching and learning materials. Teachers' working conditions include also the opportunity to participate in decision making, opportunity for promotion, gain recognition, and have access to decent housing as well as appreciable incentive packages aside regular remuneration. In view of the above explanation, Javaid (2009) notes that working and living conditions have a huge impact on teacher morale and motivation and thus their classroom performance. The key factors are workload (number of pupils and working hours), general classroom conditions, management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. Travel to work tends to be a much bigger problem for urban teachers (Javaid, 2009, p.9). When teachers have conducive working environments such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from principals they are likely to be motivated to have job satisfaction (Adelabu, 2005; Bennell, 2004; Mathew, 2005). However, large class size, unusual hours of work, multi grade teaching, unhealthy relationship amongst teachers and bad leadership demoralise teachers and kill their motivation for work commitment (Adelabu, 2005; Bennell, 2004; Mathew, 2005).

Similarly, working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favourably with other professions in attracting competent people, the reverse, however, happens if working conditions fail to provide these opportunities (Reichardt, 2001; Rosenholtz & Smylie, 1984). Also, poor incentive packages, lack of career advancement opportunities, poor housing and living environments, poor supervision characterised by selective justice and 'witch hunting' and bribery to secure preferred posting are crucial issues affecting teacher motivation and satisfaction, especially in Africa and South Asia (Adelabu, 2005; Bennell, 2004; Mathew, 2005). In addition, lack of participation in decision-making, administrative support, and school climate are all factors that could lead to teacher turnover (Ingersoll, 2001). For instance, in the United States, a good number of teachers leave the profession after their first year in the classroom in response to the stresses they suffer there (Block, 2008). In the same way, "lack of resources in a school also contributes to teacher job dissatisfaction, which can then lead to attrition" (Agezo, 2010, p. 1).

2.5.3 Favourable Educational Policies

Educational policies may be explained as the specific and determined decisions and actions which affect the direction and development of education usually made by a body of policy makers including stakeholders like the government, parents and other interest groups. Examples of educational policies are; duration, age of entry and exit of schooling, calibre of teachers required to teach at various levels, conditions of service for teachers, certification of students, etc. Kubberud, Helland, Langley (1999) note that hardship allowances for posting teachers to rural areas and allowances for extra work like marking or taking double shifts are a good step towards teacher motivation. However, constant

changing of school curriculum, number of years of schooling frustrate teachers and reduce their motivational level (Adelabu, 2005; Bennell, 2004; Bennell & Akyeampong, 2007). Also, "lack of clear overall responsibility for the management of teachers has seriously undermined teacher morale over the years" (Adelabu, 2005, p. 8).

2.5.4 High Occupational Status

Occupational status of teachers refers to the esteem and recognition teachers have in the society as professionals. However, according Javaid (2009), "a teacher's professional status can be judged by his or her role in policy making, curriculum development and textbook development" (p.7). He cites the 1966 ILO/UNESCO recommendation concerning the status of teachers as indicating that status as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration, and other material benefits accorded them relative to other professional groups (p.7).

It is important to look at this aspect because research studies have established that teachers are motivated by the satisfaction they derive from higher-order needs, such as social relations and esteem (Muller, Alliata, & Benninghoff, 2009). Coolahan (2003) reports that teaching in Ireland generally enjoys high social status and entrance to all categories of teaching is marked by a keen competition. However, Bennell (2004) notes that in Africa and South Asia teachers have low occupational status because they do not have equivalent level of academic qualifications as compared to other professionals like medical doctors, engineers and lawyers. According to him, "teachers are often slightly better educated than their students" (p.3). Teachers in Low Income Countries (LICs) such

31

as Africa and South Asia are considered "semi-professionals" and have low status because they are considered relatively a larger group, have lower professional standards, allow easy entry into their profession and have weak and many trade unions (Bennell, 2004).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this chapter was to outline the methodology that was employed in evaluating factors that enhance teacher motivation in public Senior high schools in Asokwa Municipality. This chapter discusses the Research design, Population of the study, Sample and Sampling technique, Research instrument, Reliability and Validity. It also includes Data collection procedure, Data analysis procedure and Ethical consideration.

3.2 Research Design

This study used descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho, 2003). It can be used when collecting information about people's attitude, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). The researcher therefore used the descriptive survey design to evaluate the factors influencing teacher motivation at Kumasi Senior High School in Asokwa Municipality. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Thus, the researcher deemed the descriptive design appropriate for the study as it allowed for investigation of how different factors enhance teachers' motivation in the area of study.

With regard to the research approach, the study followed quantitative approach. Questionnaires were used to compute variation in frequencies and percentage to describe characteristics of a population by making statistical summary and analysis and to facilitate the drawing of inferences related to the study in order to measure participants' views

towards factors enhancing teacher's motivation. According to Leedy & Ormrod (2001) and Williams, 2011), quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. Furthermore, Williams, (2011) remarks that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related   literature, and   a quantitative analysis of data. Similarly, Creswell (2003) Williams (2011) state that quantitative research use strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that produce statistical data.

3.3 Population of the Study

The term population refers to a large group of people, an institution or a thing that has one or more characteristics in common on which a research study is focused. It comprises of all cases of individuals or things or elements that fit a certain specification. According to Babbie (2010), a population is the group of interest to the researcher from which possible information about the study can be obtained. The target population for this study comprised of all teaching staff of Kumasi Senior High School in the Asokwa Municipal. Kumasi Senior High School has a staff population of two hundred and eighty-seven (287). This comprises of two hundred and fifty-two (252) teachers and thirty-five (35) non-teaching staff. The purpose of this study is to determine the factors enhancing teachers' motivation at Kumasi Senior High School, hence, the target population for the study is 252 teachers. The table 3.1 below depicts the category of teaching staff in the school;

Table 3.1: Research Population

SN	Category	Number	Sampled	Sampling Technique
1	Headmaster	1	1	Purposive
2	Assistant Headmasters	3	3	Purposive
2	Head of Departments	7	2	Simple random
3	House Master/ Mistresses	15	5	Simple random
4	Teachers	226	189	Simple random
Total		**252**	**200**	

Source: Fieldwork (2021)

3.4 Sample and Sampling Techniques

The sample frame for the study is all teaching staff of Kumasi Senior High School in the Asokwa Municipality. Out of the target population of 252 teaching staff Kumasi Senior High School, a representative sample of 200 teaching staff was selected for the study. The cluster sampling technique was employed to categorize the population into the headmaster, assistant headmasters, heads of departments, house masters/mistresses, and base teachers (see table 3.1). The purposive sampling technique was employed to select the headmaster and the three assistant headmasters because of their positions as members of the school's management committee. The Management Committee of a public Senior High School is responsible for the day to day running of the school, including teachers' motivation. The rest of the respondents were selected using the simple random sampling technique. This was to ensure that all the teachers in the school were given equal chance of being selected.

Krejcie and Morgan (1970) sample size determination formula was employed to sample the number of departments, house masters/mistresses and the base teachers to obtain the rest of the respondents (see appendix 1). The heads of departments, the housemasters/mistresses and the base teachers were selected using the lottery method.

3.5 Research Instrument

The instrument used to collect data for the study was self-made questionnaire. Questionnaire requires less time and money as likened to other methods like focus group discussion (Creswell 2005). On the other hand, questionnaire requires some other level of expertise to develop.

Questionnaire for the respondents had five sections, sections A, B, C, D and E. Section A had questions related to the demographic background of the respondents. The rest of the sections had questions on the four (4) research questions. All these items were measured on a 4-point Likert scale.

3.6 Validity and Reliability of Data

While the validity of an instrument is the extent to which it measures what it is thought to measure, Reliability relates to the consistency of a measure. According to Johnson and Christensen (2012) validity refers to the correctness or truthfulness of the inferences that are made from the results of the study.

According to Ghauri and Gronhaug (2005), validity explains how well the collected data covers the actual area of investigation. In establishing the validity of the instrument, the supervisor and two experts checked the questionnaire items for consistency, relevance, clarity, and ambiguity before the questionnaires were administered to the participants. This concept is often explained into two discrete areas, internal validity and external validity.

36

Internal validity concerned with whether the researcher is investigating what he/she claims to or not. External validity is concerned with the amount of applicability of research results to the other groups in the population or to another context or setting.

Furthermore, reliability is seen as the degree to which a test is free from measurement errors, since the more measurement errors occur the less reliable the test (Fraenkel & Wallen, 2003; McMillan & Schumacher, 2001, 2006; Moss, 1994; Neuman, 2003).

Based on the study, the survey questionnaire data collection and constant comparative methods were utilized to check the internal validity, furthermore to check the external validity; the respondents' validation will be used. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures.

3.7 Data Collection Procedure

Proceeding to the visit to the schools, the researcher first submitted a letter from the department of educational leadership from the university to seek permission from Kumasi Metro Education Directorate to visit the school concerned. The researcher visited the selected school involved in the data collection with closed-ended questionnaires and the permission letter. The head teacher was informed of the purpose of the study, who also in turn gathered the teachers for further information. The questionnaires were administered to the teachers, and a teacher was put in charge of each school for the collection. Upon the agreed date of collection, the researcher went back to collect the completed questionnaires from the teachers in charge. In the end all two hundred (200) set of questionnaires

administered were retrieved from the school. This procedure was followed in order to conform to pre- field work ethical issues.

3.8 Data Analysis Procedure

The researcher after collecting the close-ended questionnaires from the respondents partitioned the data to identify errors. That data was tallied and computed into frequencies and percentages using SPSS version 20.0. This study used frequencies and percentages because they easily interconnect the research findings to majority of readers (Bryman, 2008). The data obtained was analysed using descriptive statistics, the researcher used descriptive statistics techniques to analyse various items of the questionnaire. The data were presented in tables for simplicity of interpretation and discussion.

3.9   Ethical Considerations

Bryman (2008) opines that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed their consent will be obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants.

Researcher enlightened the aims of the study to respondents and told them truthfully that their participation was voluntary. Also, researcher elucidated the potential benefits to school head teachers, teachers and students as a result of the study. The respondents were educated of all data collection devices and activities. The respondents were treated with admiration and their personal identifiers were not to be included in the

research report released to the public in order to avoid the identification of respondents. Anonymity of the respondents was also guaranteed and the data provided were treated with utmost confidentiality.

CHAPTER FOUR

PRESENTATION, FINDINGS, ANALYSIS AND INTERPRETATION OF DATA

4.1   Introduction

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The data was collected from the administration of a set of questionnaires. The main purpose of the study was to explore the factors enhancing motivation of teachers in Kumasi Senior High School in Asokwa Municipality in Kumasi. This goal was achieved through the administration of a set of questionnaires administered to 200 respondents selected from Kumasi Senior High School.

Objectives of the study were to: determine teachers' motivation levels in Kumasi SHS; identify factors responsible for the teachers' motivation levels; investigate the degree to which teachers' motivation levels affect teachers' output of work; and investigate the degree to which the factors responsible for teachers' motivation enhance the levels of teachers' motivation. The chapter is categorized into five main sections.

4.2   Section A: Demographic Analysis of Respondents

The primary aim of the demographic analysis is to established the reliability and standard of the data extracted from the set of questionnaires. It was used to measure the dimensions and dynamics of the respondents selected for this study.

Figure 4.1: Gender Distribution of Respondents
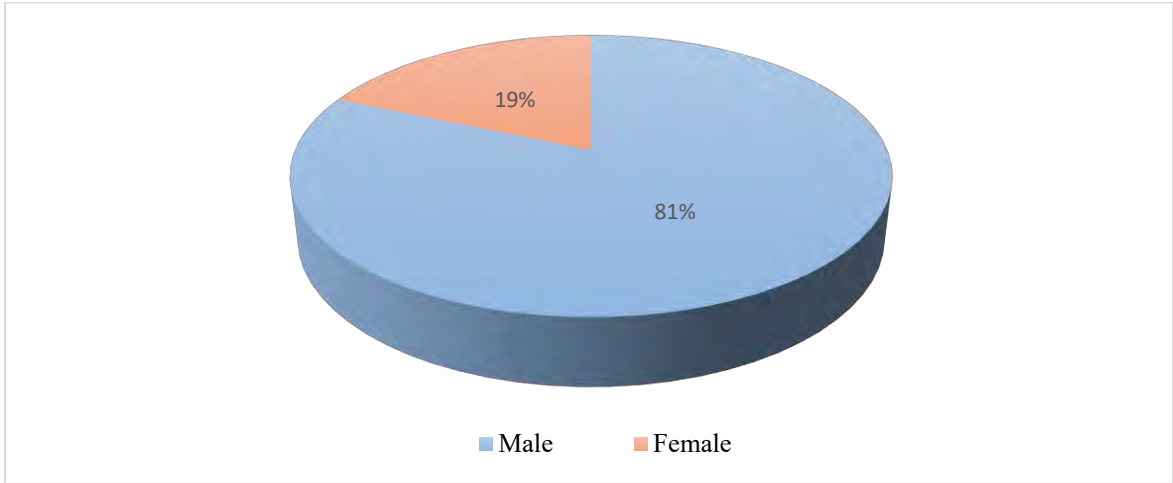
Source: Fieldwork 2021

The figure 4.1 above depicts the gender distribution of the respondents. 81% of the total number of respondents, representing 162 respondents were males, while 19% of the total number of the respondents, representing 38 respondents were females.

Figure 4.2: Age Distribution of Respondents
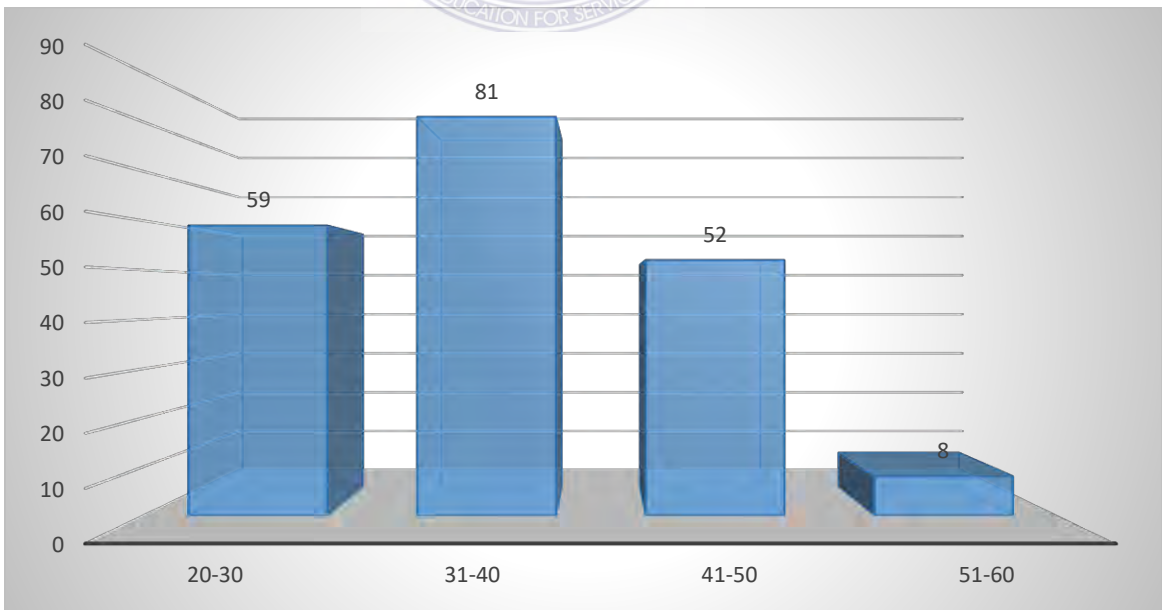
Source: Fieldwork 2021

The figure 4.2 above shows the age distribution of the respondents. 30% of the total number of respondents, representing 59 respondents are from the ages 20 years to 30 years. 40% of the total number of the respondents, representing 81 respondents are from the ages 31 years to 40 years. 26% of the total number of respondents, representing 52 respondents are from the ages 41 years to 50 years. 4% of the total number of the respondents, representing 8 respondents, are from the ages 51 years to 60 years. Obviously, these numbers indicate that most of the respondents are old enough to give accurate responses to the set of questions in the questionnaire.

Figure 4.3: Highest Educational Level of Respondents
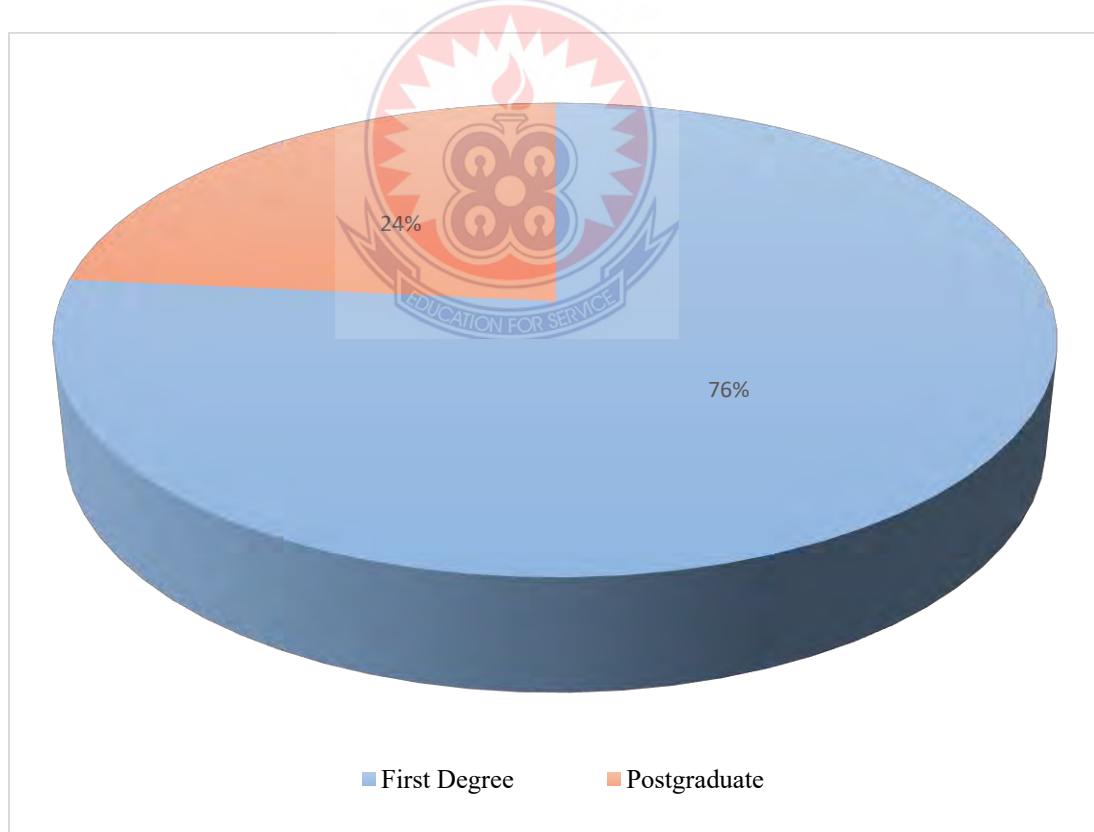
Source: Fieldwork 2021

The figure 4.3 above shows the educational background of the respondents. 76% of the total number of the respondents, representing 152 respondents, possess first degree qualification, while 24% of the total number of the respondents, representing 48 respondents, have acquired post-graduate degrees. This implies that all the respondents have the requisite qualification to teach in a public senior high school, and are in the position to provide accurate responses to the set of questions in the questionnaire.

Figure 4.4:Highest Professional Qualification of Respondents
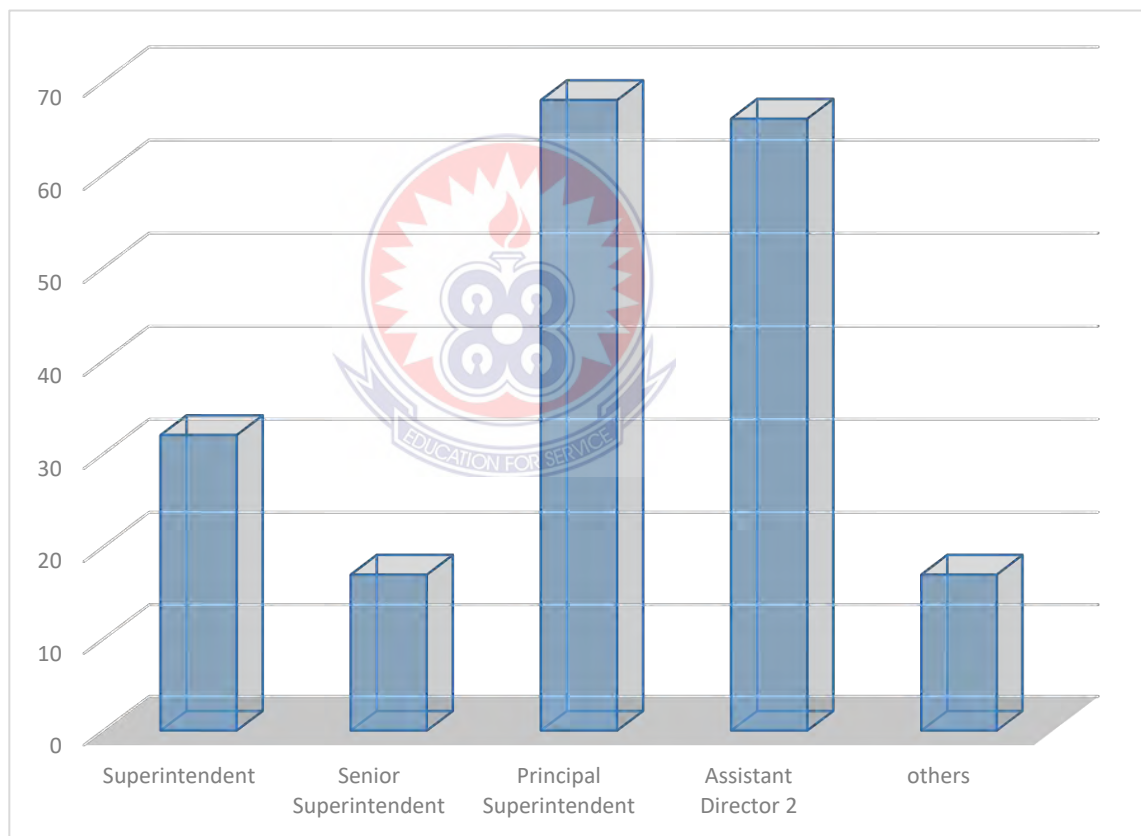
Source: Fieldwork 2021

The figure 4.4 above illustrates ranks of the respondents in Ghana Education Service. 16% of the total number of the respondents, representing 32 respondents were at the rank of Superintendent. About 9% of the total number of respondents, representing 17

respondents, were at the rank of Senior Superintendent. 34% of the total number of the respondents, representing 68 respondents have attained the rank of Principal Superintendent. 33% of the total number of respondents, representing 66 respondents, have attained the rank of Assistant Director 2. About 9% of the total number of respondents, representing 17 respondents, have attained other ranks. Clearly, 67% of the respondents are senior teachers, and thus, were well placed to provide accurate data for the study.

Figure 4.5: Number of Years in Present School
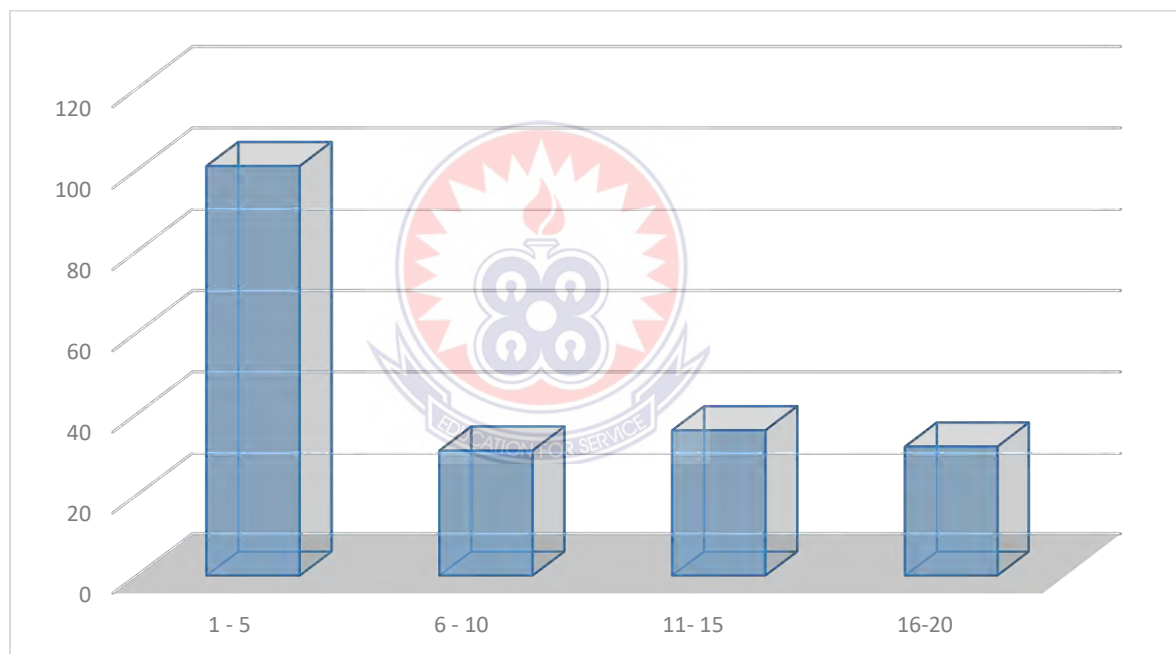
Source: Fieldwork 2021

The figure 4.5 above shows the number of years that respondents have spent in teaching at Kumasi Senior High School. About 51% of the total number of the respondents, representing 101 respondents, have spent from 1 -5 years teaching at Kumasi Senior High School. About 15% of the total number of the respondents, representing 31 respondents,

44

have spent from 6 -10 years teaching at Kumasi Senior High School. 18% of the total number of the respondents, representing 36 respondents, have spent from 11 - 15 years teaching at Kumasi Senior High School. 32% of the total number of the respondents, representing 101 respondents, have spent from 16 - 20 years teaching at Kumasi Senior High School.

4.3 Section B: Are Teachers' Motivation Present at Kumasi SHS in Asokwa Municipality?

Respondents were requested to use the following Likert Scale; Strongly Disagree (SD) Disagree (D); Neutral (N); Agree (A) and Strongly Agree (SA) to indicate the extent to which they agree or disagree to the following statement concerning the presence of motivation in Kumasi High SHS.

Table 4.1: The Presence of Teachers' Motivation at Kumasi SHS

STATEMENT	RESPONSE												$\bar{x}$	S
	SD		D		N		A		SD		TOTAL			
	F	%	F	%	F	%	F	%	F	%	F	%		
I am passionate about my job	13	7.0	11	5.0	23	12.0	80	40.0	73	36.0	200	100.0	3.95	1.135
I am satisfied with my job	28	14.0	38	19.0	38	19.0	74	37.0	22	11.0	200	100.0	1.246	1.553
My job provides me the feeling of recognition	28	14.0	46	23.0	35	17.0	63	32.0	28	14.0	200	100.0	1.291	1.666
My qualification influences my motivation level	21	10.0	36	18.0	40	20.0	63	32.0	40	20.0	200	100.0	3.33	1.272
My Headmaster motivates me to work	16	8.0	33	16.0	42	21.0	65	33.0	44	22.0	200	100.0	3.44	1.226
I feel comfortable with cooperative effort from my colleagues	23	11.0	14	7.0	41	21.0	82	41.0	40	20.0	200	100.0	3.51	1.220
I am content with my salary	86	42.0	54	27.0	22	11.0	21	10.0	17	9.0	200	100.0	2.15	1.309

Teachers will leave the profession to join another if they get the opportunity	28	13.0	13	7.0	24	12.0	35	18.0	100	50.0	200	100.0	3.83	1.457
Teacher's standard of living over the years has declined	19	10	46	23.0	32	16.0	38	19.0	65	32.0	200	100.0	3.42	1.390
The Headmaster allows you to contribute to decision making	17	9.0	6	3.0	55	27.0	71	36.0	51	25.0	200	100.0	3.67	1.144

Source: Fieldwork (2021)

The table 4.1 above depicts the extent to which the respondents agree to how passionate they are about the teaching occupation, to indicate the existence or presence of motivation at Kumasi Senior High School. 7% of the total number of respondents, representing 13 respondents, strongly disagree that they are passionate about their job as teachers. 5% of the total number of the respondents, representing 11 respondents, disagree that they are passionate about their job as teachers. 12% of the total number of the respondents, representing 23 respondents, stayed neutral. 40% of the total number of the respondents, representing 80 respondents, agree that they are passionate about their job as teachers. 36% of the total number of the respondents, representing 73 respondents, strongly agree that they are passionate about their job as teachers. This is an indication that most of the respondents (76%) are highly passionate about their job, thus, the presence of motivation at Kumasi Senior High School.

The table 4.1 above shows the extent that respondents agree to how satisfied they are with their job, to indicate the existence or presence of motivation at Kumasi Senior High School. 14% of the total number of respondents, representing 28 respondents, strongly disagree that they are satisfied with their job as teachers. 19% of the total number of the respondents, representing 38 respondents, disagree that they are satisfied with their job as teachers. 19% of the total number of the respondents, representing 38 respondents,

stayed neutral. 37% of the total number of the respondents, representing 74 respondents, agree that they are satisfied with their job as teachers. 11% of the total number of the respondents, representing 22 respondents, strongly agree that they are satisfied with their job as teachers. This shows that majority of the respondents (48%) are satisfied with their jobs as teachers at Kumasi Senior High School. accordingly, the teachers are motivated enough when it comes to job satisfaction.

The table 4.1 above depicts the extent that respondents agree to how teaching provides them with the feeling of recognition at Kumasi Senior High School. 14% of the total number of respondents, representing 28 respondents, strongly disagree that teaching provides them with the feeling of recognition. 23% of the total number of the respondents, representing 46 respondents, disagree that teaching provides them with the feeling of recognition. 17% of the total number of the respondents, representing 35 respondents, stayed neutral. 32% of the total number of the respondents, representing 63 respondents, agree that teaching provides them with the feeling of recognition. 14% of the total number of the respondents, representing 28 respondents, strongly agree that teaching provides them with the feeling of recognition. This is an indication that most of the respondents (46%) believe that teaching provides them with the feeling of recognition, which is source of motivation to the teachers at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the assert that their qualifications influence their motivation level at Kumasi Senior High School. 10% of the total number of respondents, representing 21 respondents, strongly disagree that their qualifications influence their motivation level. 18% of the total number of the respondents, representing 36 respondents, disagree that their qualifications influence their motivation

level. 20% of the total number of the respondents, representing 40 respondents, stayed neutral. 32% of the total number of the respondents, representing 63 respondents, agree that their qualifications influence their motivation level. 20% of the total number of the respondents, representing 40 respondents, strongly agree that their qualifications influence their motivation level. This is an indication that most of the respondents (52%) think their qualifications influence their motivation level, thus, the presence of motivation at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree that the headmaster at Kumasi Senior High School motivates them to work. 8% of the total number of respondents, representing 16 respondents, strongly disagree that the headmaster motivates them to work. 16% of the total number of the respondents, representing 33 respondents, disagree that the headmaster motivates them to work. 21% of the total number of the respondents, representing 42 respondents, stayed neutral. 33% of the total number of the respondents, representing 65 respondents, agree that the headmaster motivates them to work. 22% of the total number of the respondents, representing 44 respondents, strongly agree that the headmaster motivates them to work. This is an indication that most of the respondents (55%) think the headmaster motivates them to work, thus, the presence of motivation at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the statement that they feel comfortable with the cooperative effort from colleagues at work, to indicate the existence or presence of motivation at Kumasi Senior High School. 11% of the total number of respondents, representing 23 respondents, strongly disagree that they feel comfortable with the cooperative effort from colleagues at work. 7% of the total number

48

of the respondents, representing 14 respondents, disagree that they feel comfortable with the cooperative effort from colleagues at work. 21% of the total number of the respondents, representing 41 respondents, stayed neutral. 41% of the total number of the respondents, representing 82 respondents, agree that they feel comfortable with the cooperative effort from colleagues at work. 20% of the total number of the respondents, representing 40 respondents, strongly agree that they feel comfortable with the cooperative effort from colleagues at work. This is an indication that most of the respondents (61%) are highly passionate about their job, thus, the presence of motivation at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the statement that they are content with their salary, to indicate the existence or presence of motivation at Kumasi Senior High School. 42% of the total number of respondents, representing 86 respondents, strongly disagree that they are content with their salary. 27% of the total number of the respondents, representing 54 respondents, disagree that they are content with their salary. 11% of the total number of the respondents, representing 22 respondents, stayed neutral. 10% of the total number of the respondents, representing 21 respondents, agree that they are content with their salary. 9% of the total number of the respondents, representing 17 respondents, strongly agree that they are content with their salary. This shows that most of the respondents (69%) are not content with their salary, which affects teacher motivation at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the statement they will leave the teaching profession to join another if they get the opportunity, to indicate the existence or presence of motivation at Kumasi Senior High School. 13% of the total number of respondents, representing 28 respondents, strongly disagree that they will leave

49

the teaching profession if they get the opportunity. 7% of the total number of the respondents, representing 13 respondents, disagree that they will leave the teaching profession if they get the opportunity. 12% of the total number of the respondents, representing 24 respondents, stayed neutral. 18% of the total number of the respondents, representing 53 respondents, agree that they will leave the teaching profession if they get the opportunity. 50% of the total number of the respondents, representing 100 respondents, strongly agree that they are will leave the teaching profession if they get the opportunity. This is an indication that most of the respondents (68%) will leave the teaching profession if they get the opportunity, because they are not motivated enough at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the statement that their standard of living over the years has decline to show the presence of motivation at Kumasi Senior High School. 10% of the total number of respondents, representing 19 respondents, strongly disagree that their standard of living over the years has decline. 23% of the total number of the respondents, representing 46 respondents, disagree that their standard of living over the years has decline. 16% of the total number of the respondents, representing 32 respondents, stayed neutral. 19% of the total number of the respondents, representing 38 respondents, agree that their standard of living over the years has decline. 32% of the total number of the respondents, representing 65 respondents, strongly agree that their standard of living over the years has decline. This is an indication that most of the respondents (51%) believe their standard of living over the years has decline. This will not promote teacher motivation at Kumasi Senior High School.

The table 4.1 above depicts the extent that respondents agree to the statement that their headmaster allows them to contribute to decision making in the school to show the presence of motivation at Kumasi Senior High School. 9% of the total number of respondents, representing 17 respondents, strongly disagree that their headmaster allows them to contribute to decision making in the school. 3% of the total number of the respondents, representing 6 respondents, disagree that their headmaster allows them to contribute to decision making in the school. 27% of the total number of the respondents, representing 55 respondents, stayed neutral. 36% of the total number of the respondents, representing 71 respondents, agree that their headmaster allows them to contribute to decision making in the school. 25% of the total number of the respondents, representing 51 respondents, strongly agree that their headmaster allows them to contribute to decision making in the school. This is an indication that most of the respondents (61%) stated that their headmaster allows them to contribute to decision making in the school. This shows the presence of teacher motivation at Kumasi Senior High School.

4.4 SECTION C: What are the Factors Responsible for Teachers' Motivation Presence at Kumasi SHS?

Respondents were requested to use the following Likert Scale; Strongly Disagree (SD) Disagree (D); Neutral (N); Agree (A) and Strongly Agree (SA) to indicate the extent to which they agree or disagree to the following statement concerning the presence of motivation in Kumasi SHS.

The table 4.2 below depicts the extent that respondents agree that attractive remuneration is a factor responsible for the presence of teachers' motivation at Kumasi High School. 31% of the total number of respondents, representing 63 respondents,

51

strongly disagree that attractive remuneration is a factor responsible for the presence of teachers' motivation. 18% of the total number of the respondents, representing 36 respondents, disagree that attractive remuneration is a factor responsible for the presence of teachers' motivation. 23% of the total number of the respondents, representing 45 respondents, stayed neutral. 18% of the total number of the respondents, representing 37 respondents, agree that attractive remuneration is a factor responsible for teacher's level of motivation. 10% of the total number of the respondents, representing 19 respondents, strongly agree that attractive remuneration is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that student discipline is a factor responsible for the presence of teachers' motivation at Kumasi High School. 6% of the total number of respondents, representing 12 respondents, strongly disagree that student discipline is a factor responsible for the presence of teachers' motivation. 24% of the total number of the respondents, representing 48 respondents, disagree that student discipline is a factor responsible for teacher's level of motivation. 32% of the total number of the respondents, representing 64 respondents, stayed neutral. 31% of the total number of the respondents, representing 63 respondents, agree that student discipline is a factor responsible for the presence of teachers' motivation. 7% of the total number of the respondents, representing 13 respondents, strongly agree that student discipline is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that good working condition is a factor responsible for the presence of teachers' motivation at Kumasi High School. 16% of the total number of respondents, representing 32 respondents, strongly

disagree that good working condition is a factor responsible for the presence of teachers' motivation. 22% of the total number of the respondents, representing 44 respondents, disagree that good working condition is a factor responsible for teacher's level of motivation. 27% of the total number of the respondents, representing 55 respondents, stayed neutral. 26% of the total number of the respondents, representing 52 respondents, agree that good working condition is a factor responsible for the presence of teachers' motivation. 9% of the total number of the respondents, representing 17 respondents, strongly agree that good working condition is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that favourable educational policies is a factor responsible for the presence of teachers' motivation at Kumasi High School. 16% of the total number of respondents, representing 32 respondents, strongly disagree that favourable educational policies is a factor responsible for the presence of teachers' motivation. 22% of the total number of the respondents, representing 44 respondents, disagree that favourable educational policies is a factor responsible for the presence of teachers' motivation. 27% of the total number of the respondents, representing 55 respondents, stayed neutral. 26% of the total number of the respondents, representing 52 respondents, agree that favourable educational policies is a factor responsible for the presence of teachers' motivation. 9% of the total number of the respondents, representing 17 respondents, strongly agree that favourable educational policies is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that highly occupational status is a factor responsible for the presence of teachers' motivation at

Kumasi High School. 16% of the total number of respondents, representing 33 respondents, strongly disagree that highly occupational status is a factor responsible for the presence of teachers' motivation. 28% of the total number of the respondents, representing 55 respondents, disagree that highly occupational status is a factor responsible for the presence of teachers' motivation. 29% of the total number of the respondents, representing 59 respondents, stayed neutral. 17% of the total number of the respondents, representing 34 respondents, agree that highly occupational status is a factor responsible for the presence of teachers' motivation. 10% of the total number of the respondents, representing 19 respondents, strongly agree that highly occupational status is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that the headmaster involves teachers in decision making and that is a factor responsible for teachers 'motivation in Kumasi Senior High School. 9 % of the total number of respondents, representing 18 respondents, strongly disagree that the headmaster involves teachers in decision making and that is a factor responsible for the presence of teachers' motivation. 7% of the total number of the respondents, representing 14 respondents, disagree that the headmaster involves teachers in decision making and that is a factor responsible for the presence of teachers' motivation. 31% of the total number of the respondents, representing 63 respondents, stayed neutral. 38% of the total number of the respondents, representing 75 respondents, agree that the headmaster involves teachers in decision making and that is a factor responsible for the presence of teachers' motivation. 15% of the total number of the respondents, representing 30 respondents, strongly agree that the headmaster involves

teachers in decision making and that is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that job security is a factor responsible for the presence of teachers' motivation in Kumasi Senior High School. 7% of the total number of respondents, representing 13 respondents, strongly disagree that job security is a factor responsible for the presence of teachers' motivation. 21% of the total number of the respondents, representing 42 respondents, disagree that job security is a factor responsible for the presence of teachers' motivation. 38% of the total number of the respondents, representing 19 respondents, stayed neutral. 30% of the total number of the respondents, representing 61 respondents, agree that job security is a factor responsible for the presence of teachers' motivation. 23% of the total number of the respondents, representing 46 respondents, strongly agree that job security is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that support system is a factor responsible for the presence of teachers' motivation at Kumasi Senior High School. 3% of the total number of respondents, representing 7 respondents, strongly disagree that support system is a factor responsible for the presence of teachers' motivation. 16% of the total number of the respondents, representing 31 respondents, disagree that support system is a factor responsible for the presence of teachers' motivation. 24% of the total number of the respondents, representing 49 respondents, stayed neutral. 39% of the total number of the respondents, representing 78 respondents, agree that support system is a factor responsible for the presence of teachers' motivation. 18% of the total number of

the respondents, representing 35 respondents, strongly agree that support system is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that monitoring/appraisal is a factor responsible for the presence of teachers' motivation at Kumasi Senior High School. 6% of the total number of respondents, representing 12 respondents, strongly disagree that monitoring/appraisal is a factor responsible for the presence of teachers' motivation. 9% of the total number of the respondents, representing 18 respondents, disagree that monitoring/appraisal is a factor responsible for the presence of teachers' motivation. 26% of the total number of the respondents, representing 51 respondents, stayed neutral. 45% of the total number of the respondents, representing 91 respondents, agree that monitoring/appraisal is a factor responsible for the presence of teachers' motivation. 14% of the total number of the respondents, representing 28 respondents, strongly agree that monitoring/appraisal is a factor responsible for the presence of teachers' motivation.

The table 4.2 below depicts the extent that respondents agree that job specification is a factor responsible for the presence of teachers' motivation at Kumasi Senior High School. 3% of the total number of respondents, representing 7 respondents, strongly disagree that job specification is a factor responsible for the presence of teachers' motivation. 9% of the total number of the respondents, representing 18 respondents, disagree that job specification is a factor responsible for the presence of teachers' motivation. 29% of the total number of the respondents, representing 58 respondents, stayed neutral. 41% of the total number of the respondents, representing 82 respondents, agree that job specification is a factor responsible for the presence of teachers' motivation.

18% of the total number of the respondents, representing 35 respondents, strongly agree that job specification is a factor responsible for the presence of teachers' motivation at Kumasi SHS.

Table 4.2. Factors Responsible for Teachers' Motivation Presence at Kumasi SHS

STATEMENT	RESPONSE												$\bar{x}$	S
	SD		D		N		A		SD		TOTAL			
	F	%	F	%	F	%	F	%	F	%	F	%		
Attractive Remuneration	63	31.0	36	18.0	45	23.0	37	18.0	19	10.0	200	100.0	2.57	1.351
Student Discipline	12	6.0	48	24.0	64	32.0	63	31.0	13	7.0	200	100.0	3.09	1.026
Good Working Condition	32	16.0	44	22.0	55	27.0	52	26.0	17	9.0	200	100.0	2.89	1.206
Favorable Educational Policies	42	21.0	485	24.0	652	32.0	28	14.0	17	9.0	200	100.0	2.65	1.202
Highly Occupational Status	33	16.0	55	28.0	59	29.0	34	17.0	19	10.0	200	100.0	2.76	1.197
Headmaster Involves Teachers in Decision Making	18	9.0	14	7.0	63	31.0	75	38.0	30	15.0	200	100.0	3.43	1.109
Job Security	13	7.0	42	21.0	38	19.0	61	30.0	46	23.0	200	100.0	3.43	1.234
Support System	7	3.0	31	16.0	49	24.0	78	39.0	35	18.0	200	100.0	3.52	1.061
Monitoring/Appraisal	12	6.0	18	9.0	51	26.0	91	45.0	28	14.0	200	100.0	3.53	1.037
Job Specification	7	3.0	18	9.0	58	29.0	82	41.0	35	18.0	200	133.0	3.60	0.992

Source: Fieldwork (2021)

4.5 SECTION D: To What Extend Does the Presence of Motivation Affect Teachers'

Output at Kumasi SHS in Asokwa Municipality?

Respondents were requested to use the following Likert Scale; Strongly Disagree (SD)

Disagree (D); Neutral (N); Agree (A) and Strongly Agree (SA) to indicate the extent to

which they agree or disagree to the following statement concerning the effect of the

presence of teachers' motivation on output of work at Kumasi SHS.

The table 4.3 above depicts the extent that respondents agree that if teachers show

great interest in their job, it implies that the presence of teachers' motivation affects their

output of work at Kumasi Senior High School. 8% of the total number of respondents,

representing 14 respondents, strongly disagree that if teachers show great interest in their

job, it implies that the presence of teachers' motivation affects their output of work. 14%

of the total number of the respondents, representing 27 respondents, disagree that if

teachers show great interest in their job, it implies that the presence of teachers' motivation

affects their output of work. 23% of the total number of the respondents, representing 47

respondents, stayed neutral. 39% of the total number of the respondents, representing 79

respondents, agree that if teachers show great interest in their job, it implies that the

presence of teachers' motivation affects their output of work. 16% of the total number of

the respondents, representing 33 respondents, strongly agree that if teachers show great

interest in their job, it implies that the presence of teachers' motivation affects their output

of work. Thus, most of the respondents (55%) think the presence of teachers' motivation

affect their output at work.

The table 4.3 above depicts the extent that respondents agree that "high morale

increases teachers' productivity positively", implies the presence of teachers' motivation

58

affects their output of work at Kumasi Senior High School. 4% of the total number of respondents, representing 9 respondents, strongly disagree that "high morale increases teachers' productivity positively", implies the presence of teachers' motivation affects their output of work. 7% of the total number of the respondents, representing 14 respondents, disagree that "high morale increases teachers' productivity positively", implies the presence of teachers' motivation affects their output of work. 20% of the total number of the respondents, representing 39 respondents, stayed neutral. 39% of the total number of the respondents, representing 78 respondents, agree that "high morale increases teachers' productivity positively", implies the presence of teachers' motivation affects their output of work. 30% of the total number of the respondents, representing 60 respondents, strongly agree that "high morale increases teachers' productivity positively", implies the presence of teachers' motivation affects their output of work. Thus, most of the respondents (69%) think the presence of teachers' motivation affect their output at work.

The table 4.3 above depicts the extent that respondents agree that "low morale reduces teachers' productivity", implies the presence of teachers' motivation affects their output of work at Kumasi Senior High School. 10% of the total number of respondents, representing 21 respondents, strongly disagree that "low morale reduces teachers' productivity", implies the presence of teachers' motivation affects their output of work. 3% of the total number of the respondents, representing 6 respondents, disagree that "low morale reduces teachers' productivity", implies the presence of teachers' motivation affects their output of work. 15% of the total number of the respondents, representing 29 respondents, stayed neutral. 32% of the total number of the respondents, representing 64 respondents, agree that "low morale reduces teachers' productivity", implies the presence

of teachers' motivation affects their output of work. 40% of the total number of the respondents, representing 80 respondents, strongly agree that "low morale reduces teachers' productivity", implies the presence of teachers' motivation affects their output of work. Thus, most of the respondents (72%) think the presence of teachers' motivation affects their output at work.

The table 4.3 above depicts the extent that respondents agree that "promotion leads to improvement on job experience and productivity**",** implies the presence of teachers' motivation affects their output of work at Kumasi Senior High School. 1% of the total number of respondents, representing 2 respondents, strongly disagree that "promotion leads to improvement on job experience and productivity**",** implies the presence of teachers' motivation affects their output of work. 11% of the total number of the respondents, representing 22 respondents, disagree that "promotion leads to improvement on job experience and productivity**",** implies the presence of teachers' motivation affects their output of work. 20% of the total number of the respondents, representing 40 respondents, stayed neutral. 35% of the total number of the respondents, representing 70 respondents, agree that "promotion leads to improvement on job experience and productivity**",** implies the presence of teachers' motivation affects their output of work. 33% of the total number of the respondents, representing 66 respondents, strongly agree that "promotion leads to improvement on job experience and productivity**",** implies the presence of teachers' motivation affects their output of work. Thus, most of the respondents (68%) think the presence of teachers' motivation affect their output at work.

The table 4.3 above depicts the extent that respondents agree that "teachers work better when they are involved in decision making of the school", implies that the presence

of teachers' motivation affects their output of work at Kumasi Senior High School. 1% of the total number of respondents, representing 2 respondents, strongly disagree that that "teachers work better when they are involved in decision making of the school", implies that teachers' motivation affects their output of work at Kumasi Senior High School. 5% of the total number of the respondents, representing 10 respondents, disagree that "teachers work better when they are involved in decision making of the school", implies that teachers' motivation affects their output of work at Kumasi Senior High School. 6% of the total number of the respondents, representing 13 respondents, stayed neutral. 36% of the total number of the respondents, representing 72 respondents, agree that that "teachers work better when they are involved in decision making of the school", implies that teachers' motivation affects their output of work at Kumasi Senior High School. 52% of the total number of the respondents, representing 103 respondents, strongly agree that that "teachers work better when they are involved in decision making of the school", implies that teachers' motivation affects their output of work at Kumasi Senior High School. Most of the respondents (88%) think that teachers' motivation affects the output of work at Kumasi Senior High School.

The table 4.3 above depicts the extent that respondents agree that "a conducive school environment promotes effective teaching", means the presence of teachers' motivation affects output of work at Kumasi Senior High School. 2% of the total number of respondents, representing 4 respondents, strongly disagree that "a conducive school environment promotes effective teaching", means the presence of teachers' motivation affects output of work. 3% of the total number of the respondents, representing 7 respondents, disagree that "a conducive school environment promotes effective teaching",

means the presence of teachers' motivation affects output of work. 4% of the total number of the respondents, representing 8 respondents, stayed neutral. 38% of the total number of the respondents, representing 75 respondents, agree that "a conducive school environment promotes effective teaching", means the presence of teachers' motivation affects output of work. 53% of the total number of the respondents, representing 106 respondents, strongly agree that "a conducive school environment promotes effective teaching", means the presence of teachers' motivation affects output of work. Thus, most of the respondents (91%) think the presence of teachers' motivation affects teachers' output at work at Kumasi Senior High School.

The table 4.3 above depicts the extent that respondents agree that "availability of teaching and learning materials leads to high teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School. 6% of the total number of respondents, representing 11 respondents, strongly disagree that "availability of teaching and learning materials leads to high teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 5% of the total number of the respondents, representing 10 respondents, disagree that "availability of teaching and learning materials leads to high teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 4% of the total number of the respondents, representing 9 respondents, stayed neutral. 33% of the total number of the respondents, representing 66 respondents, agree that "availability of teaching and learning materials leads to high teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 52% of the total number of the respondents, representing 104 respondents, strongly agree that "availability of

62

teaching and learning materials leads to high teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. This is an indication that most of the respondents (85%) think the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School.

The table 4.3 above depicts the extent that respondents agree that "opportunities for upgrading professional qualifications helps to improve teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School. 3% of the total number of respondents, representing 7 respondents, strongly disagree that "opportunities for upgrading professional qualifications helps to improve teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 4% of the total number of the respondents, representing 8 respondents, disagree that "opportunities for upgrading professional qualifications helps to improve teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 11% of the total number of the respondents, representing 21 respondents, stayed neutral. 36% of the total number of the respondents, representing 73 respondents, agree that "opportunities for upgrading professional qualifications helps to improve teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. 46% of the total number of the respondents, representing 91 respondents, strongly agree that "opportunities for upgrading professional qualifications helps to improve teachers' productivity", means that the presence of teachers' motivation affects teachers' output of work. This is an indication that most of the respondents (82%) think the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School.

The table 4.3 above depicts the extent that respondents agree that "the physical structures of the school affects teachers output", implies that the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School. 8% of the total number of respondents, representing 16 respondents, strongly disagree that "the physical structures of the school affects teachers output", implies that the presence of teachers' motivation affects teachers' output of work. 10% of the total number of the respondents, representing 19 respondents, disagree that "the physical structures of the school affects teachers output", implies that the presence of teachers' motivation affects teachers' output of work. 15% of the total number of the respondents, representing 31 respondents, stayed neutral. 45% of the total number of the respondents, representing 90 respondents, agree that "the physical structures of the school affects teachers output", implies that the presence of teachers' motivation affects teachers' output of work. 22% of the total number of the respondents, representing 44 respondents, strongly agree that "the physical structures of the school affects teachers output", implies that the presence of teachers' motivation affects teachers' output of work. This is an indication that most of the respondents (67%) thinks that the presence of teachers' motivation affects teachers' output at Kumasi Senior High School.

The table 4.3 above depicts the extent that respondents agree that "teachers' status in the community determines their outputs", implies that the presence of teachers' motivation affects teachers' output of work at Kumasi Senior High School. 11% of the total number of respondents, representing 22 respondents, strongly disagree that "teachers' status in the community determines their outputs", implies that the presence of teachers' motivation affects teachers' output of work. 21% of the total number of the respondents,

representing 42 respondents, disagree that "teachers' status in the community determines their outputs", implies that the presence of teachers' motivation affects teachers' output of work. 24% of the total number of the respondents, representing 49 respondents, stayed neutral. 32% of the total number of the respondents, representing 63 respondents, agree that "teachers' status in the community determines their outputs", implies that the presence of teachers' motivation affects teachers' output of work. 12% of the total number of the respondents, representing 24 respondents, strongly agree that "teachers' status in the community determines their outputs", implies that the presence of teachers' motivation affects teachers' output of work. This is an indication that most of the respondents (44%) thinks that the presence of teachers' motivation affects teachers' output at Kumasi Senior High School.

Table 4.3: Effect of the Presence of Teachers' Motivation on Teachers' Output at Kumasi SHS

Statement						Responses							
	SD		D		N		A		SA		Total		$\bar{x}$	SD
	F	%	F	%	F	%			F	%	F	%		
Teachers show great interest in their job	14	8.0	27	14.0	47	23.0			33	16.0	200	100.0	3.45	1.129
High morale increases teachers' productivity positively	9	4.0	14	7.0	39	20.0	78	39.0	60	30.0	200	100.0	3.83	1.076
Low morale reduces teachers' productivity	21	10.0	6	3.0	29	15.0	64	32.0	80	40.0	200	100.0	3.88	1.266
Promotion leads to improvement on job experience and productivity	2	1.0	22	11.0	40	20.0	70	35.0	66	33.0	200	100.0	3.88	1.025
Teachers work better when they are involved in decision making of the school	2	1.0	10	5.0	13	6.10	72	36.0	103	52.0	200	100.0	4.32	0.878

A conducive school environment promotes effective teaching	4	2.0	7	3.0	8	4.0	75	38.0	106	53.0	200	100.0	4.36	0.874
Availability of teaching and learning materials leads to high teachers' productivity	11	6.0	10	5.0	9	4.0	66	33.0	104	52.0	200	100.0	4.21	1.105
Opportunities for upgrading professional qualifications helps to improve teachers' productivity	7	3.0	8	4.0	21	11.0	73	36.0	91	46.0	200	100.0	4.17	1.006
The physical structures of the school affect teachers output	16	8.0	19	10.0	310	15.0	90	45.0	44	22.0	200	100.0	3.64	1.161
Teachers' status in the community determines their outputs	22	11.0	42	21.0	49	24.0	63	32.0	24	12.0	200	100.0	3.13	1.199

Source: Fieldwork (2021)

SECTION E: To What Degree Does Factors Responsible for Teachers' Motivation Enhance the Level of Teachers' Motivation at Kumasi SHS in Asokwa Municipality?

Respondents were requested to use the following Likert Scale; Strongly Disagree (SD) Disagree (D); Neutral (N); Agree (A) and Strongly Agree (SA) to indicate the extent to which they agree or disagree to the following statement concerning the degree to which the factors responsible for teachers' motivation enhance the levels of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that attractive remuneration enhances teachers' motivation level at Kumasi Senior High School. 11% of the total number of respondents, representing 22 respondents, strongly disagree that attractive remuneration enhances teachers' motivation level. 21% of the total number of the respondents, representing 42 respondents, disagree that attractive remuneration enhances teachers' motivation level. 24% of the total number of the respondents, representing 49 respondents, stayed neutral. 32% of the total number of the respondents,

representing 63 respondents, agree that attractive remuneration enhances teachers' motivation level. 12% of the total number of the respondents, representing 24 respondents, strongly agree that attractive remuneration enhances teachers' motivation level. This indicate that most of the respondents (44%) attractive remuneration enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that student discipline enhances teachers' motivation level at Kumasi Senior High School. 12% of the total number of respondents, representing 24 respondents, strongly disagree that student discipline enhances teachers' motivation level. 14% of the total number of the respondents, representing 29 respondents, disagree that student discipline enhances teachers' motivation level. 27% of the total number of the respondents, representing 53 respondents, stayed neutral. 33% of the total number of the respondents, representing 66 respondents, agree that student discipline enhances teachers' motivation level. 14% of the total number of the respondents, representing 28 respondents, strongly agree that student discipline enhances teachers' motivation level. This indicate that most of the respondents (47%) student discipline enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that good working condition enhances teachers' motivation level at Kumasi Senior High School. 11% of the total number of respondents, representing 22 respondents, strongly disagree that good working condition enhances teachers' motivation level. 12% of the total number of the respondents, representing 24 respondents, disagree that good working condition enhances teachers' motivation level. 25% of the total number of the respondents,

representing 50 respondents, stayed neutral. 32% of the total number of the respondents, representing 63 respondents, agree that good working condition enhances teachers' motivation level. 20% of the total number of the respondents, representing 41 respondents, strongly agree that good working condition enhances teachers' motivation level. This indicate that most of the respondents (52%) think that student discipline enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that favourable educational policies enhance teachers' motivation level at Kumasi Senior High School. 14% of the total number of respondents, representing 29 respondents, strongly disagree that favourable educational policies enhances teachers' motivation level. 13% of the total number of the respondents, representing 26 respondents, disagree that favourable educational policies enhances teachers' motivation level. 31% of the total number of the respondents, representing 53 respondents, stayed neutral. 30% of the total number of the respondents, representing 61 respondents, agree that favourable educational policies enhance teachers' motivation level. 11% of the total number of the respondents, representing 22 respondents, strongly agree that favourable educational policies enhance teachers' motivation level. The number of respondents who think that favourable educational policies enhance the level of teachers' motivation at Kumasi Senior High School, is the same as those who think otherwise.

The table 4.4 below depicts the extent that respondents agree or disagree that high occupational status enhances teachers' motivation level at Kumasi Senior High School. 14% of the total number of respondents, representing 28 respondents, strongly disagree that high occupational status enhances teachers' motivation level. 19% of the total number

68

of the respondents, representing 38 respondents, disagree that high occupational status enhances teachers' motivation level. 34% of the total number of the respondents, representing 67 respondents, stayed neutral. 22% of the total number of the respondents, representing 44 respondents, agree that high occupational status enhance teachers' motivation level. 11% of the total number of the respondents, representing 23 respondents, strongly agree that high occupational status enhance teachers' motivation level. This indicate that most of the respondents (45%) think that high occupational status enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that headmaster involving teachers in decision making enhances teachers' motivation level at Kumasi Senior High School. 10% of the total number of respondents, representing 21 respondents, strongly disagree that headmaster involving teachers in decision making enhances teachers' motivation level. 12% of the total number of the respondents, representing 23 respondents, disagree that headmaster involving teachers in decision making enhances teachers' motivation level. 15% of the total number of the respondents, representing 30 respondents, stayed neutral. 42% of the total number of the respondents, representing 84 respondents, agree that headmaster involving teachers in decision making enhances teachers' motivation level. 21% of the total number of the respondents, representing 42 respondents, strongly agree that headmaster involving teachers in decision making enhances teachers' motivation level. This indicate that most of the respondents (63%) think that headmaster involving teachers in decision making enhances teachers' motivation level enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that job security enhances teachers' motivation level at Kumasi Senior High School. 3% of the total number of respondents, representing 7 respondents, strongly disagree that job security enhances teachers' motivation level. 9% of the total number of the respondents, representing 18 respondents, disagree that job security enhances teachers' motivation level. 11% of the total number of the respondents, representing 22 respondents, stayed neutral. 50% of the total number of the respondents, representing 100 respondents, agree that job security enhances teachers' motivation level. 27% of the total number of the respondents, representing 53 respondents, strongly agree that job security enhances teachers' motivation level. This indicate that most of the respondents (77%) think that job security enhances teachers' motivation level enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree or disagree that supporting system enhances teachers' motivation level at Kumasi Senior High School. 2% of the total number of respondents, representing 5 respondents, strongly disagree that supporting system enhances teachers' motivation level. 14% of the total number of the respondents, representing 27 respondents, disagree that supporting system enhances teachers' motivation level. 10% of the total number of the respondents, representing 20 respondents, stayed neutral. 53% of the total number of the respondents, representing 107 respondents, agree that supporting system enhances teachers' motivation level. 21% of the total number of the respondents, representing 41 respondents, strongly agree that supporting system enhances teachers' motivation level. This indicate that most of the

respondents (74%) think that supporting system enhances the level of teachers' motivation at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree that mentoring/appraisal enhances teachers' motivation level at Kumasi Senior High School. 10% of the total number of respondents, representing 20 respondents, strongly disagree that mentoring/appraisal enhances teachers' motivation level. 4% of the total number of the respondents, representing 9 respondents, disagree that that mentoring/appraisal enhances teachers' motivation level. 18% of the total number of the respondents, representing 36 respondents, stayed neutral. 36% of the total number of the respondents, representing 91 respondents, agree that that mentoring/appraisal enhances teachers' motivation level. 32% of the total number of the respondents, representing 64 respondents, strongly agree that t that mentoring/appraisal enhances teachers' motivation level. This is an indication that most of the respondents (76%) think mentoring/appraisal enhance teachers' motivation level at Kumasi Senior High School.

The table 4.4 below depicts the extent that respondents agree that job specification enhances teachers' motivation level at Kumasi Senior High School. 10% of the total number of respondents, representing 20 respondents, strongly disagree that that job specification enhances teachers' motivation level. 8% of the total number of the respondents, representing 16 respondents, disagree that that job specification enhances teachers' motivation level. 19% of the total number of the respondents, representing 39 respondents, stayed neutral. 38% of the total number of the respondents, representing 75 respondents, agree that job specification enhances teachers' motivation level. 25% of the total number of the respondents, representing 50 respondents, strongly agree that that job

71

specification enhances teachers' motivation level. This is an indication that most of the respondents (63%) think job specification enhance teachers' motivation level at Kumasi Senior High School.

Table 4.4: Degree to Which Factors Responsible for Teachers' Motivation Enhance the Level of Teachers' Motivation at Kumasi SHS

Statement	Responses											$\bar{x}$	SD
	SD		D		N		A		SA		Total		
	F	%	F	%	F	%			F	%	F	%		
Attractive Remuneration	22	11.0	42	21.0	49	24.0	63	32.0	24	12.0	200	100.0	3.961	1.018
Student Discipline	24	12.0	29	14.0	53	27.0	66	33.0	28	14.0	200	100.0	3.23	1.213
Good Working Condition	22	11.0	24	12.0	50	25.0	63	32.0	41	20.0	200	100.0	3.39	1.247
Favorable Educational Policies	28	14.0	26	13.0	62	31.0	61	30.0	23	11.0	200	100.0	3.13	1.203
Highly Occupational Status	29	14.0	38	19.0	67	34.0	44	22.0	22	11.0	200	100.0	2.96	1.198
Headmaster Involves Teachers in Decision Making	21	10.0	23	12.0	30	15.0	84	42.0	42	21.0	200	100.0	3.52	1.240
Job Security	7	3.0	18	9.0	22	11.0	100	50.0	53	27.0	200	100.0	3.87	1.019
Supporting System	5	2.0	27	14.0	20	10.0	107	53.0	41	21.0	200	100.0	3.76	1.009
Monitoring/Appraisal	20	10.0	9	4.0	36	18.0	71	36.0	64	32.0	200	100.0	3.75	1.235
Job Specification	20	10.0	16	8.0	39	19.0	75	38.0	50	25.0	200	100.0	3.60	1.228

Source: Fieldwork (2021)

72

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides summary of the key findings, conclusions made from the results and offers recommendations to public Seniors High Schools and particularly to Ghana Education Service and Ministry of Education. It also recommends areas for further researches.

5.2 Summary

The study discussed the factors enhancing motivation of teachers in Kumasi Senior High School in the Asokwa Municipal in Kumasi. Specifically, the study examined teachers' motivation levels at Kumasi Senior High School, identified factors responsible for teachers' motivation levels at Kumasi Senior High School, and investigate the degree to which teachers' motivation levels affect teachers' output of work.

Literatures of related researches were reviewed in line with the purpose and objectives of the study. The literature review was conducted under the following sub-sections: theoretical frame work, the concept of motivation, theories on work motivation, remuneration factors and teacher motivation, head teacher fairness and teacher motivation, and students' discipline and teacher motivation.

The descriptive survey design was employed as the research design in the study. The cluster sampling technique was employed to categorize the population into Management, Heads of Departments, House Masters/Mistresses, and Teachers (see table 3.1). The purposive sampling technique was employed to select the Headmaster and the three Assistants because of their positions as management members of the school. The rest of

73

the respondents were selected using the simple random sampling technique. This was to ensure that all the teachers in the school were given equal chance of being selected.

A self-made research questionnaire was the main instrument for data collection. The reliability and validity of the instrument were checked. The 200 sets of questionnaire were administered personally by the researcher, after approval and a date were agreed with the Kumasi Metro education directorate. Data was processed and analysed using (SPSS version 16.0). The results were presented using descriptive (mean, standard deviation, frequency and percentages).

5.3   Key Findings

The study revealed that teachers generally agreed (M= 2.59; SD = 0.76) that there is motivational level at Kumasi Senior High School for public Senior High School Teachers. This was evident in the teachers' passion for their job, the satisfaction for their job, the feeling of recognition by being teachers as high levels, while teachers' contentment of their salary and a decline in their standard of living over the years, were also some of the low levels.

From the study, most of the teachers (M =4.15; SD = 0.89) perceived attractive remuneration, student discipline, good working conditions, favourable educational policies, high occupational status, job security, etc., as the factors responsible for teachers' motivational levels.

The study also showed that, on the average (M= 3.33, SD = 1.06) the teachers agreed that their motivational levels have a direct effect on their work output.

Lastly, the study revealed that majority of the teachers strongly agreed (M=4.86; SD = 0.90) the factors responsible for the teachers' motivational levels largely enhance the

level of teachers' motivation. These factors include: attractive remuneration, student discipline, good working conditions, favourable educational policies, high occupational status, job security, etc.

5.4 Conclusion

The levels of teachers' motivation are indispensable tools and the implementation of the factors that enhance the levels of teachers' motivation can lead to effective and efficient teaching and learning hereafter an accomplishment of quality education. It is unequivocally clear that there are different levels of teachers' motivation. Any successful educational system depends on qualified and well-motivated teachers because motivated teachers have positive impacts of learners learning and is able to create an appropriate classroom atmosphere, have reasonable control of their work activities, is willing to accept responsibility and are personally accountable for outcomes. According to Briuinsam and Jansen (2010), a highly motivated person takes action and does whatever it needs to achieve his or her goals.

According to Maslow, individuals, of which teachers in public senior high schools are, are motivated by physiological needs. There are certain factors that account for the levels in teachers' motivation in public senior high schools. From tables 4.3.1 - 4.3.10, job specification, mentoring / appraisal, support system, job security, headmaster involve teachers in decision making, high occupational status, favourable educational policies, good working conditions, student discipline and attractive remuneration, are some of the identifiable factors that are responsible for the levels of teachers' motivation at Kumasi Senior High School in Asokwa, Kumasi.

Educational policies such as; duration, age of entry and exit of schooling, caliber of teachers required to teach at various levels, conditions of service for teachers, certification of students, etc. affect the motivational levels of teachers in public senior high schools. According to Kubberud, Helland, Langley (1999) hardship allowances for posting senior high school teachers to deprived communities and allowances for extra work are a good step towards teacher motivation. However, constant changing of school curriculum, number of years of schooling frustrate teachers and reduce their motivational level of senior high school teacher, according to (Bennell & Akyeampong, 2007).

Generally, teachers working in Low Income Countries (LICs) such as Ghana are considered "semi-professionals" and have low status because they are considered relatively a larger group, have lower professional standards, allow easy entry into their profession and have weak and many trade unions (Bennell, 2004). The motivational levels of individuals are negatively affected when those individuals are considered as semi-professionals with low status in a society or community. When teachers have conducive working environments such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from headmsaters they are likely to have a high level of motivation. However, large class size, unusual hours of work, multi grade teaching, unhealthy relationship amongst teachers and bad leadership demoralise teachers and kill their motivation for work commitment (Adelabu, 2005; Bennell, 2004; Mathew, 2005).

Huge disparities in the levels of teachers' motivation have the tendency of creating dispiritedness in public senior high schools. Cropanzano and Wright (2003) stated that perceptions of distributive fairness significantly depend on increasing the fulfilment or

gratification of payment and overall work motivation, while Bedük (2011) indicated that, there is a significant relationship between overall institutional fairness and overall employee motivation.

5.5   Recommendation

Based on the findings and conclusions of the study, the following recommendations were made:

1. Motivation of public senior high teachers should be considered as a major driving force by those in charge of implementation of educational policies so as to bring about needed performances on the part of students.

2. It is recommended to the Ministry of Education (MoE) and the Ghana Education Service (GES) that for effective motivation of public senior high teachers, teachers salary and other remuneration should be paid adequately and promptly. Since teachers depend on monthly salaries to satisfy their physiological needs, the MoE and GES must ensure prompt and regular payment of salary to the employees. The MoE and GES should ensure that the public senior school teachers are well paid and on time for the public senior high to satisfy their basic and pressing needs in life; and work hard to ensure high job performance.

3. It is recommended that the Government of Ghana, MoE, GES and school administrators should give attention to the motivational incentives of public senior high school teachers. The government, MoE and GES should note that the allowances, fringe benefits, promotions, merit awards and in-service trainings are very crucial incentives which push the teachers to work hard. Fringe benefits, allowances, better pension package, bonuses, end of service benefits,

77

accommodation free medical care and anything that will make the teaching profession enviable should be codified into the condition of service of teachers. Hence, a reduction or non-payment of the incentives can cause a serious damage to the schools and low level of teachers' performance

4. It is recommended to MoE and GES that working conditions in schools should be improved. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and job performance through quality teaching and learning. This can be achieved by ensuring that there are adequate teaching and learning resources. Adequate teaching and learning materials should be provided to improve teaching and learning. School heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment.

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

6. The Asokwa Municipal should work hand in hand with the GoG, MoE and GES to make sure that the implementation of the government's plans and strategies towards improving teachers' conditions are made possible with the proper allocations of funds and grants to the Metropolis.

5.6 Recommendations for Further Research

1. This study was carried out at Kumasi Senior High School, a public senior high school in Asokwa Municipal in Kumasi, to examine the factors that enhance the levels of teachers' motivation. The researcher therefore recommends that another study be done in other Metropolitans, Municipalities and districts on the effect of school leadership style on teacher motivation which was not the concern of the study.

2. The study was based on the Maslow's sixth level of motivation in identifying factors that enhance the level of teachers' motivation at Kumasi Senior High School, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers" motivation in Ghana. In addition to the above, little has been conducted in Ghana especially with the use of qualitative research techniques to solicit information on teachers" opinions and attitudes regarding teachers" motivation. Thus, more qualitative research is therefore recommended for future studies.

3. It is perceived that private schools perform better than public schools at all levels. The study was situated in the public schools of Ghana Education Service. Future studies could look at quality of teaching and learning in the public schools and private schools and examine what will be the likely course of the difference if they exist.

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APPENDIX 1

Table 1: Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.   S is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX 2

<u>UNIVERSITY OF EDUCATION, WINNEBA, KUMASI CAMPUS</u>

<u>QUESTIONNAIRE FOR TEACHERS</u>

Dear Respondents,

This questionnaire focuses on the factors affecting teachers' motivation in Kumasi Senior High School in Asokwa Municipality in the Ashanti Region of Ghana. You are assured of absolute anonymity in responding to this questionnaire. Please be as candid and objective as possible in your response. Thank you.

Instructions: Please write or tick (√) the appropriate responses.

SECTION A
Biographic Data

1. Sex: a) Male ( )   b) Female ( )

2. Age: a) 20-30 ( )   b) 31-40 ( )

                         c) 41-50 ( )   d) 51-60 ( )

3. Highest academic qualification/Current Form

a) Diploma ( )   b) First Degree ( )

c) Postgraduate Degree ( )   d) Others

(Please specify)………………………………

4. Highest Professional Rank
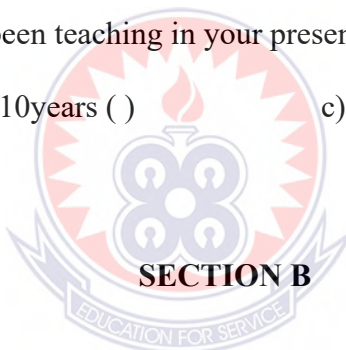
a) Superintendent ( )   b) Senior Superintendent ( )

c) Principal Superintendent ( )   d) Assistant Director 2 ( )

e) Others, (please

specify…………………………………………………………………………..

5. For how long have you been teaching in your present school?
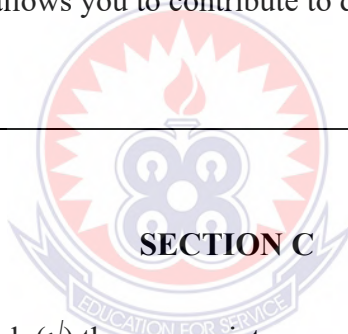
a) 1-5years ( )   b) 6-10years ( )   c) 11-15 years ( ) d) 16-20years ( )

SECTION B

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement concerning the presence of motivation in Kumasi High SHS. Use the following Likert scale; **1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree**

Item	Responses				
	1	2	3	4	5
6. I am passionate about my job					
7. I am satisfied with my job					

8. My job provides me with the feeling of recognition					
9. My qualification influences my motivation level					
10. My headmaster motivates me to work					
11. I feel comfortable with the cooperative effort from my colleagues					
12. I am content with my salary					
13. I will leave the teaching profession to join another if I get the opportunity					
14. My standard of living over the years has declined					
15. The head teacher allows you to contribute to decision making in the school					

SECTION C

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement about the factors responsible for teachers' motivation in Kumasi High SHS. Use the following Likert scale;

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Item	Responses				
	1	2	3	4	5
16. Attractive Remuneration					

17. Student Discipline					
18. Good Working Conditions					
19. Favourable Educational Policies					
20. High Occupational Status					
21. Headmaster involve teachers in decision making					
22. Job Security					
23. Support System					
24. Mentoring / Appraisal					
25. Job specification					
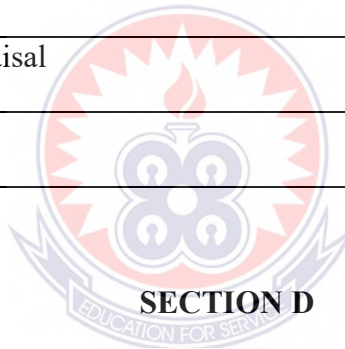
SECTION D

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement about the degree to which teachers' motivation affect teachers' output in Kumasi High SHS. Use the following Likert scale; **1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree**

Item	Responses				
	1	2	3	4	5
26. Teachers show great interest in their job					

94

27. High morale increases teachers' productivity positively					
28. Low morale reduces teachers' productivity					
29. Promotion leads to improvement on job experience and productivity					
30. Teachers work better when they are involved in decision making of the school					
31. A conducive school environment promotes effective teaching					
32. Availability of teaching and learning materials leads to high teachers' productivity					
33. Opportunities for upgrading professional qualifications helps to improve teachers' productivity					
34. The physical structures in the school affect teachers' output					
35. Teachers' status in the community determines their outputs.					

SECTION E

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement about the challenges of enhancing teachers' motivation in Kumasi High SHS. Use the following Likert scale;

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Item	Responses				
	1	2	3	4	5
36. Promotion leads to improvement on job experience and productivity					
37. Promotion of teachers is always based on merit					
38. The location of the school is convenient to the teachers					
39. There exists a good staff room and a good canteen in your school					
40. Teachers have didactic materials to facilitate learning in your school					
41. There is the availability of good classrooms for teaching/learning					
42. Teachers interact and share ideas among themselves					
43. Teachers are often supervised to enhance their productivity					
44. Facilitating teachers' promotion by improving Salary and non- salary benefits.					

45. Minimizing Student's disciplinary problems by properly applying the school rule and regulations set by Ghana Education Service.					

Thank You!