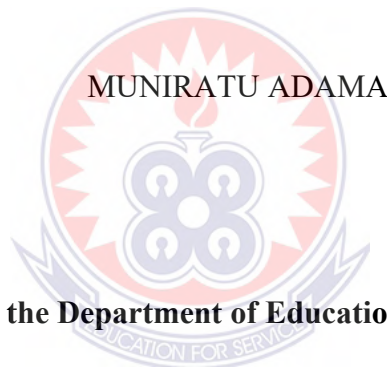


UNIVERSITY OF EDUCATION, WINNEBA

FACTORS ENHANCING MOTIVATION OF PUBLIC JUNIOR HIGH SCHOOL
TEACHERS IN SUAME MUNICIPALITY



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Science, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for the award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENTS DECLARATION

I, MUNIRATU ADAMA declare that this project report 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.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPPERVISOR: PROF. F. K. SARFO

SIGNATURE:

DATE:



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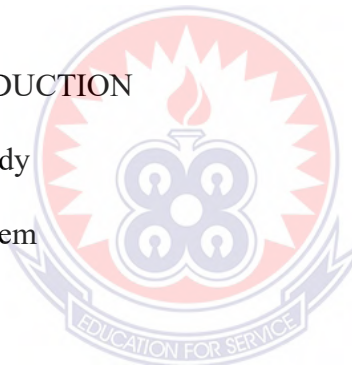
DEDICATION

To my parents Mr. & Mrs. Adama, my husband Mr. Siba Gomda and my children Abdul Rasheed Siba, Zainab Siba, Mubaraka Siba and Yasmeeen Nasara Siba.

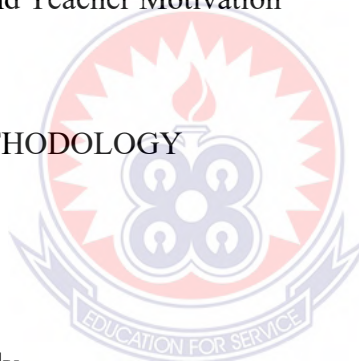


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ABSTRACT

The purpose of this study was to determine the factors enhancing teacher motivation in public junior high schools in Suame 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 teachers and to determine the extent to which students discipline behaviour affects the motivational level of teachers in Suame municipality. The study population comprised of all 120 teachers, out of which 60 teachers were selected to participate in the study. The descriptive research design was used for the study. Closed-ended questionnaire (Likert Scale) was used to collect data for the study. The data analysis used statistical tools of frequency, percentages and mean. Findings from the study indicated that 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 and lastly, teachers indicated that the students' discipline behaviours affect their motivational level. Based on these findings, it was recommended that head teachers should be opened in their supervisory roles and not be biased in dealing with teachers. In addition, Ghana Education Service (GES) should organise workshops for head teachers on effective supervision. Again, government should improve upon the retirement package available to teachers at the end of their service. Lastly, head teachers and teachers should educate students on the importance of taking care of school property.

CHAPTER ONE

INTRODUCTION

This chapter covers the background to the study, statement of the problem, the purpose and objectives of the study. The chapter also talks about the research questions, significance of the study, limitations and delimitations and also the organisation of the study.

1.1. Background to the Study

Motivation is the driving force behind which one acts in a particular way to attain results. It is commonly assumed to be a good thing that goes to influence a person's behaviour. According to Cook and Hunsaker, (2001) motivation involves the energy and drive to learn, work effectively, and achieve potential. The motivation of a teacher is, therefore, very important as it directly affects the students. In order for teachers to maintain a high level of professional performance, they must assume personal responsibility for their own performance, growth and development (Brinkerhoff & Gill, 2005). Teacher motivation is viewed as a variable which has a strong impact on learner's motivation (Bartol & Martin, 2012). The extent to which teachers are able to motivate their students depend on how motivated they are (Cook & Hunsaker, 2001). High motivation may enhance school teachers' efficiency and effectiveness leading to improved teacher and student performance (Gupta, 2011). Teachers' low motivation may lead to apathy, reduced performance, request for transfers to other schools, increased

value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects (Brown, 2013).

Cohen (2000) observed that poor salary, excessive workload, poor infrastructure, lack of teaching and learning material, poor working relations with teachers and head teacher and working environment are the factors which affect the teachers' performance negatively. Forsyth (2000) indicated poor pay, low status and morale as the key causes of poor performance and corrupt behaviour in the heads. Across the world, millions of teachers are working tirelessly for low wages educating the next generation. Further, Baddeley (2000) noted that teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development. Forsyth (2000) also showed that factors that affect teachers' motivation include pay, interpersonal relations, authoritarian administration, teaching load, class size, supervision, promotion, student behaviour, administrative efficiency, school facilities and lack of community support. Motivation is stimulated by a particular behaviour and satisfaction is the product of that behaviour.

The level of intrinsic motivation stimulated by working with children, seeing their progress and achievement and making a contribution to society are among the factors attributed to teacher's satisfaction, and maintaining a good level of motivation in the job (Chopra, 2002). Satisfaction tends to motivate teachers to aim for higher performance and achievement to fulfill their sense of accomplishment. Teachers need self-actualization because without it, it may lead to teacher burn-out and teachers therefore prepare to be provided with opportunities to enhance self-actualization.

Self-actualization is the full use and exploitation of talents, capacities and potentialities. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing.

According to Hogan and Baldwin (2003) self-actualization is the need for achieving full potential, personal and professional success and reaching the peak of satisfaction. The greatest enjoyment in teaching comes from seeing students who have achieved success academically, and in seeing the students developing their personal characters and identities (Armstrong, 2008). Excellent teachers are motivated to continue teaching because they are able to fulfil their personal accomplishment by seeing students' successes. Motivation is associated with satisfaction (Hogan & Baldwin, 2003).

Many factors influence the performance of teachers in junior high schools. According to Armstrong (2008), the primary factor that contributes to good performance of teachers is strong motivation. Motivated teachers are often associated with producing motivated students with high achievements (Chopra, 2002). Thus, in order to bring change to an educational system, factors that enhance teacher motivation are essential. Therefore, this study aimed at investigation into factors enhancing teacher motivation.

1.2. Statement of the Problem

Hogan and Baldwin (2003) argued that the need for motivated teachers is reaching - crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students. According to Gupta (2011), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Performance of a given school depends entirely on the teacher's effort and if that given teacher is unhappy, he/she will not put emphasis into his/her teaching. Chopra (2002) found the unmotivated teachers hurts the quality of teaching and drives up the costs of poor students' academic performance. This has motivated the researcher to find out factors which enhance teacher motivation in public junior high schools in Suame Municipality.

1.3. Purpose of the Study

The purpose of the study was to determine the factors enhancing teacher motivation in public junior high schools in Suame Municipality.

1.4. Objectives of the Study

The specific objectives are to:

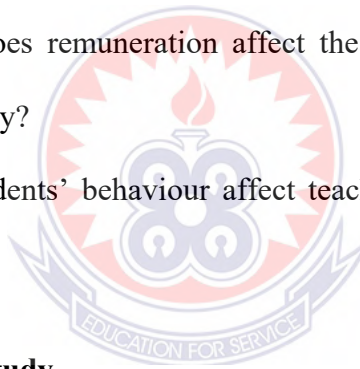
1. determine the extent to which head teachers fairness enhance motivation of teacher in Suame Municipality

2. determine the extent remuneration enhance motivational level of teachers in Suame Municipality
3. determine the extent to which students' discipline improve teachers' motivational level Suame Municipality

1.5. Research Questions

The study was guided by the following questions:

1. To what extent does school head teachers fairness affect motivation of teacher in Suame Municipality?
2. To what extent does remuneration affect the motivational level of teachers in Suame Municipality?
3. How does the students' behaviour affect teachers' motivational level in Suame Municipality?



1.6. Significance of the Study

The study has the following scope:

The study would shed light to policy makers example government, ministry of education and Ghana Education Service to integrate revealed motivational factors in policy direction to attract teachers in the job and also to retain those who are already in the profession. This study may be helpful for the administrators, educationists, and especially parents who are worried about the studies of their children. This study is an attempt to highlight the factors which affects the quality of education imparted to students and, therefore, may help the teachers, parents, educationists and administrators

to plan and work towards improvement by enhancing the positive factors revealed in the study. The findings also serve as a source of reference for future researchers in the subject area.

1.7. Delimitation of the Study

This study was on the factors enhancing motivation of public junior high school teachers in Suame Municipality. Gardner (2007) noted a lot of factors enhancing teacher motivational level, but this study concentrated on head teachers' fairness, remuneration and students behaviour. The study sample was drawn from twenty (20) Junior high schools in Suame Municipality.

1.8. Limitation of the Study

A research of this nature demands acknowledgement of its possible shortcomings so as to limit criticisms. Ideally all thirty four(34) basic schools in Suame municipal should have been interviewed to get their views on factors enhancing their motivation. However, due to time and financial constraints and the number of teachers involved the study was restricted to a sample of teachers from twenty (20) junior high schools from the municipality. Also, some of the teachers were reluctant to participate in the study as such only teachers who showed interest were selected to be added to the study.

1.9. Organization of the Study

The study was organized into five chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, objectives, research questions, hypotheses significance of the study, delimitation of the study, limitation and organization of the study. Chapter two covered review of available literature relevant to

the study, while chapter three will focus 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

2.0 Introduction

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

- Theoretical Framework
- The Concept of Motivation
- Theories on Work Motivation
- Remuneration Factors and Teacher Motivation
- Head Teachers Fairness and Teacher Motivation
- Students Discipline and Teacher Motivation

2.1. Theoretical Framework

This study was based on Expectancy theory by Vroom cited in Cole (2007) states that individuals are more likely to strive for improvement in their work due to expectation of a valued reward. Thus, according to the expectancy theory, motivation depends on how much an individual aspires a specific goal and how achievable the person thinks that goal is. According to Cole (2007), the expectancy model concentrates on effort, performance, and results, and looks at the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. They further explain that whenever people make an effort, they gauge the probability that the effort will increase their performance Apart from effort, other factors such as the individual's personality,

knowledge and skills, and role perception also affect performance. According to the expectancy theory, there are three factors, each is based on the individual's perception of the situation involved in influencing an individual to put an exertion into something. These factors as identified by Vroom are: expectancy, instrumentality and valence.

Expectancy refers to the individual's perception or belief, that a particular action will produce a desired outcome. Instrumentality is the extent to which the individual thinks that good performance will lead to expected rewards.

According to Cole (2007), valence is the strength of the belief that attractive rewards are potentially available; it is the energy to motivate, which differs from individual to individual. According to Vroom, the 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. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of contentment or achieving a sense of satisfaction, and are obtained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a degree of personal control over these.

According to Cole (2007), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence

the effort put into further task accomplishments. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behaviour can secure specific outcomes and the more highly those outcomes are valued the greater the motivation to perform the activity. This study therefore adopted the expectancy theory to explain the factors enhancing teacher motivation in government Junior High schools. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how head teachers fairness, remuneration, students discipline and job satisfaction improves teacher motivation.

2.2. The Concept of Motivation

According to Atkinson (2000), motivation is a set of processes that arouse, direct and maintain human behaviour towards attaining some goal. 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. Because motivation comes from different sources and factors, organizations need to understand, cultivate and direct the motivation for their benefits (Atkinson, 2000).

Baleghizadeh and Gordani (2012) described motivation as a predisposition to act in a specific goal directed manner. Motivation may be defined as the state of an individual's perspective, which represents the strength of his or her propensity to exert effort toward some particular behaviour (Atkinson, 2000). Motivation is the need or drive within an individual that drives him or her toward goal-oriented action. The extent of

drive depends on the perceived level of satisfaction that can be achieved by the goal. Motivation is the characteristic that is required in order to achieve anything in life; without it you will give up at the first sign of adversity. It means to inspire, instigate and encourage a person to do their best

According to Baleghizadeh and Gordani (2012) motivation is a strong quality for anyone 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 you out of your negative environment. It is the fuel that inspires us to reach our goals and achieve what we truly desire. It also allows us to keep getting up and moving forward when we get knocked down. Getting motivated and staying motivated gives us the energy we require to reach our goals in the shortest amount of time possible. It is required to meet our goals and do anything purposeful in life. Without it you will not want to get out of bed, clean the house, wash the dogs or do anything at all.

Atkinson (2000) indicated that being successful in life go hand in hand with motivation. When one learn 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.

To Bess (2007), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. According to Bernaus & Gardner (2008), employee motivation is the complex forces, drivers, needs, tension, states, or other mechanisms that start and maintain voluntary activity directed towards the achievement

of personal goals. In short, Bernaus, Wilson and Gardner (2009) define motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behaviour, how those forces are directed and sustained as well as the outcomes they bring about (performance).

Motivation is therefore the driving force that determines the amount of effort expended in executing a certain task. These forces could be internal (generated within the individual) or external (triggered by the actions or inactions of the environment within which the individual lives or works). Atkinson, (2000) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Bess (2007) indicates that, the study of motivation is concerned, basically with why people behave in a certain way. The basic underlying question is "why do people do what they do?" In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives (Bess, 2007). Motivation refers to the forces within a person that affect his or her direction, intensity and persistence of voluntary behaviour. He added that motivated employees are willing to exert a particular level of

effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction).

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

Motivation becomes strong when you have a vision, a clear mental image of what you want to achieve, and also a strong desire to materialize it (Bishay, 2006). In this situation motivation awakens and pushes you forward, toward taking action and making the vision a reality. Motivation can be applied to every action and goal. There could be motivation to study a foreign language, to get good grades at school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer.

Motivation is present whenever there is a clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities. Motivation is one of the most important keys to success. When 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 achievements (Bishay, 2006). Compare a student who lacks motivation and

who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies; they will get absolutely different grades Bishay, (2006).

Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind. Bess (2007) indicates that motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduce layers of hierarchy, and jettisoned large numbers of employees throughout the process. These actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organizations have completely given up on motivation from the heart and rely instead on pay-for-performance and layoff threats. These strategies may have some effect (both positive and negative), but they do not capitalize on the employee's motivational potential (Bess, 2007).

2.3. Theories on Work Motivation

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

2.3.1 Maslow's Hierarchy of Needs

Different scholars have put forth different explanations on how motivation can be achieved within a company or an organization. Prominent amongst them is Maslow with

the theory of “Maslow’s Hierarchy of needs”. Consequently, Maslow cited in Jaffe (2008) reasoned that human beings have an internal need pushing them on towards self actualization (fulfillment) and personal superiority. Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy it has an influence on our behaviour. At such levels our behaviour tends to diminish, we now put forth a more powerful influence on our behaviour for the need at the next level up the hierarchy.

Firstly, individuals are motivated by **Physiological needs**: By Maslow this physiological needs forms the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, don’t have shelter or clothing, there are more motivated to fulfill this need because these needs become the major influence on their behaviour. But on the other hand when people don’t have a deficiency in those basic needs (physiological needs), their needs tend to move to the second level where it is equally seen by Maslow as the highest order of needs.

The second level is seen as the **security needs**: Security tends to be the most essential need for people at this level. This is expressed in safety in the employee’s health and family. The third level of needs by Maslow was the **social needs**. When feeling secure and safe at work, employees placed job relations as their focus that is trying to build up a good friendship, love and intimacy. As we keep moving up the ladder have **self-esteem needs**: This fourth level of needs by Maslow presents the recognition to be accepted and valued by others.

The highest or last level of Maslow's need is **self-actualization needs**: Self-actualization was to develop into more and more what one is to become all that one is competent of becoming. Figure 2.1 illustrates Maslow's five hierarchy of needs.

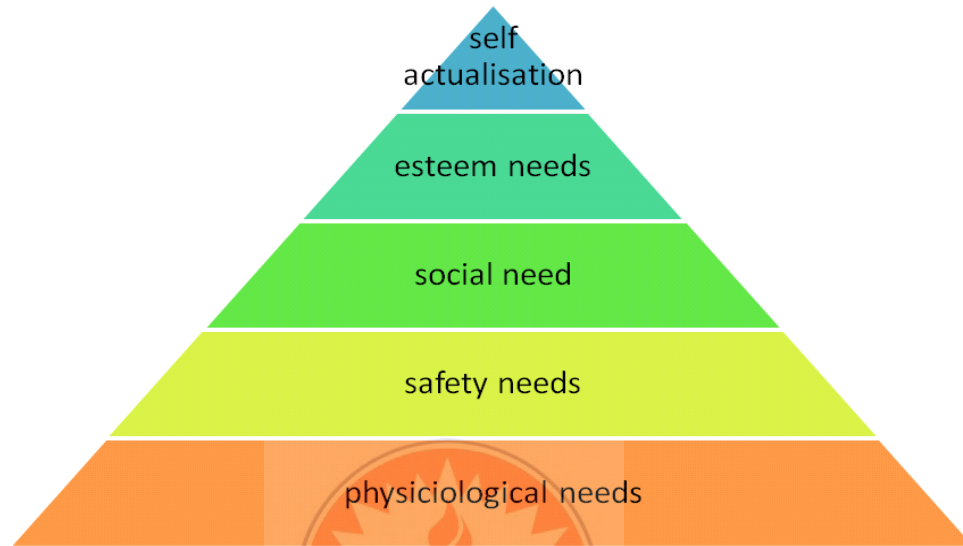


Figure 1: Maslow's Hierarchy of Needs

2.3.2 Herzberg's Two Factor Theory

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 satisfactions which include achievement, recognition, autonomy and other intrinsic aspects when there are fulfilled. On the other hand he came up with the hygiene factors which will enhance dissatisfaction when they are not fulfilled. Motivators are those factors which provide a feeling of job satisfaction at work. These

factors influence the ways of work in a company; for example giving responsibility to carry an enlarged task within an organization and providing the person with the necessary conditions 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, responsibility of enlarging task, growth and advancement to higher level.

Herzberg hygiene factors create a suitable work environment though could not increase in satisfaction. For instance low pay can cause job dissatisfaction which will affect employees' performance. Hygiene factors are essential to make sure that the work environment does not develop into a disgruntle situation. Typical hygiene factors (also called extrinsic factors) are salary, working condition, status, company policies and administration (Bess, 2007).

In summary, motivation factors are related to work content, while hygiene factors are related to work environment as summarized in Table 2.1

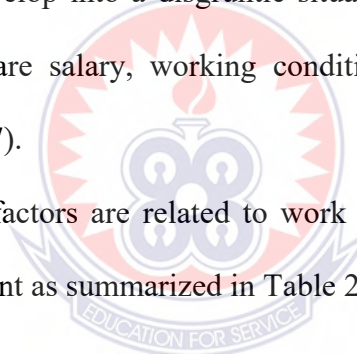
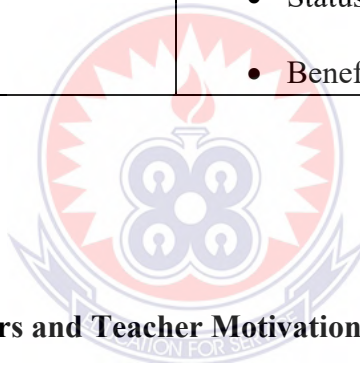


Table 2.1 Motivation and Hygiene Factors

Motivation factors (Intrinsic)	Hygiene factors (Extrinsic)
<ul style="list-style-type: none"> • Achievement • Recognition • Responsibility • Work itself • Advancement • Personal growth 	<ul style="list-style-type: none"> • Company/organization policy and administration • Interpersonal relations • Working conditions • Salary/wages • Job security • Status • Benefits

Sources: Bess (2007).



2.4. Remuneration Factors and Teacher Motivation

Okumbe (2001) suggested that the motivation of workers is enhanced when workers perceive equitable pay compared to their input. When employees feel that they are inequitably remunerated dissatisfaction sets, and this reduces their performance.

Hadfield and Dörnyei (2013) research findings appear to confirm views by Herzberg (1966) that pay is a hygiene factor rather than a motivator and once people are satisfied with their pay additional increases will have little effect where other factors are pushing an individual towards quitting. Dörnyei (2003) assert that hygiene factor is of some threshold. Rewards or output (promotion, salary, status) equate to the input (skills, efforts, experience) fairly compared with the rewards given to others. Teachers' unions

assert that salary levels are low often, declining in real terms and relatively compared with other professions. Where teachers' salaries have been eroded down by the government, teachers are always pushed into a second job or private tutoring. (Dornyei, 2003). Secondary income activities create divided attention and loyalty of teaching and impact negatively on the quality of schooling.

However, Trang and Baldauf (2007) noted that inadequate salary increases related to ineffective in increasing performance. Teachers are more motivated when they are paid on time, when retrieving their pay is easy and sometimes through performance bonus pay schemes. Dornyei (2001) further noted that irregularly paid salaries are a major source of low motivation. In terms of bonus pay, Crookes and Schmidt (2001) found that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

According to Crookes and Schmidt (2001) rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance.

Kinicki and Williams (2008) conclude that commitment of employees is based on rewards and recognition. Cole (2004) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Sylvia and Hutchinson (2005) examine that 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.

Gullatt and Bennett (2005) found that remuneration is typically utilized to energize, direct or control employee behaviour. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives.

If employees feel that their inputs outweigh the outputs then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive (Gardner, 2007). Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job.

The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behaviour to reduce the tension and that

quite often a variety of behaviours are available for correcting a situation of perceived inequality (Gardner, 2007).

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards Vroom cited in Kızıltepe (2008). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective, rewards must be linked to performance, goals must be reasonable, and the outcomes must be negotiated.

Bennell and Akyeampong (2007) indicated that what an organization appears to reward is the behaviour that will be seen as the model for success. He advised managers to state which behaviour that will be rewarded and which ones will not, and to tie rewards to individual performance. Bennell and Akyeampong (2007) indicated that the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

Cole (2004) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Aydın (2012) suggested that pay is directly related with productivity and reward system depends upon the size of an organization.

Dörnyei and Otto (2008) indicated that motivated the employee resulted in higher productivity. Sometimes management pays more attention to allowances that importantly motivate employees. Lunenburg and Ornstein (2001) added that allowances contribute to teacher motivation. Allowances are only for teachers employed from teachers' salaries and who remain employed from teachers' salaries. Allowances are provided as additional non-permanent staffing, and will be removed from the date the teacher ceases to meet any of the criteria. Armstrong (2006) noted that teacher allowances motivate the teachers to improve upon their job performance.

Beardwell and Claydon (2007) on the other hand noted that employers can use a benefit allowance to give employees flexibility in creating a benefits package that best meets their needs. The employee could use the benefit allowance toward supplemental benefits such as hospital allowance cover.

A benefit allowance is money that a company or government agency provides to an employee for a specific purpose, such as transportation, healthcare costs. According to Aisyah (2006) allowances administered to employees influence their motivation levels. Harrington (2007) noted that employees' job performance improves if allowance to give employees best meets their needs. According to Dessler (2011) noted that organizations that offer a tax-free reimbursement plan to provide a benefit allowance motivate the employees.

According to Kinicki and Williams (2008), employee's compensation is the single most important cost in most firms, but highly motivates the employees. However, this is even higher in some service organizations and this means that the effectiveness with

which compensation is allocated can make a significant difference in gaining or losing the competitive edge. The same is echoed by Luthans (2005) who says that developing a good employee compensation plan is important for motivating its employees.

The most important aspect of any compensation plan is the relationship that exists between performance and reward Dunford (2002). For that reason, administration of compensation in any organization involves designing a cost effective pay structure that will attract, motivate and retain competitive employees Dunford (2002). Babyegeya, . (2007) also notes that one of the aims of compensation is to motivate people and obtain their commitment and engagement. Cole (2004) added that compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation individuals willingly engage in some behaviour (Cole, 2004). In retention, linking pay to performance is likely to help improve workforce motivation. High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization. Thus the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations (Cole, 2004). All things being equal, the motivated workforce will perform better on the job and deliver better quality service.

According to Okumbe (2001) bonus is an external agent administered when a desired act or task is performed, that has controlling and informational properties. He went further to explain that bonuses are usually administered to increase the employee's motivation for effective and efficient work performance.

Dörnyei and Schmidt (2001) mentioned that the effort and commitment employees give to their work depends on the bonuses they received. Dörnyei and Schmidt (2001) added that productivity by employees depends on the bonuses they received. Deci, and Ryan (2005) stated that the purpose of bonuses is to recognize excellent job performance, provide feedback, make it easier to get work done, motivate employees to be more productive and help management achieve their goal. Therefore, in order to ensure that an institution attains their stated goals in an efficient and effective manner, it is pertinent that the employee bonuses are deployed in a way that engenders a motivated workforce.

Moreover, Deci and Ryan (2005) indicated that wages is a motivator. They added that when a wage system is attractive to the employees, it motivate the employee 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. Gardner (2007) says that talents can make a difference in wages. He argues that a wage system accommodate compensation for talent shown by employees. Gardner (2007) further emphasised that wage enhance employees motivational levels.

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 a good job, because he wants to please his employer to retain his position (Gardner, 2007). The employee salary brings employee a feeling of security, allows employee to feel accomplished and gives the worker a high status ranking that he enjoys. Brophy (2003) noted that an employee is much more willing to put in extra hours at the office if the employee feels his financial rewards are a fair trade-off. According to Brophy (2003) an employee satisfied with his pay is more productive and motivated.

According to Gullart and Bennett (2005), fringe benefits are forms of indirect compensation given to an employee or group of employees as a part of organizational membership. Pinder (2008) define them as that part of the total reward package provided to employees in addition to base or performance pay. Fringe benefits focus on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. Like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified, competent employees Katz (2001). Gullart and Bennett (2005) continue to state that an employer that provides a more attractive benefits package are motivated.

2.5. Head Teachers Fairness and Teacher Motivation

Head teacher fairness describes the teachers' perception of whether they are being treated fairly by the organization (Greenberg, 2002). Head teachers 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 a 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 (Babaoğlu & Ertürk, 2013). Informational fairness is 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 fulfillment, receptivity and overall trust (Akgüney, 2014).

Bal (2014) pointed out that there is a significant relationship between head teachers 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 fulfillment 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) analyzed 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.

2.6. Students Discipline and Teacher Motivation

According to Seeman (2000), 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.

Scheuermann and Hall (2008) maintain that discipline make teaching and learning easier and improves teacher motivation and concluded that school discipline enhance

school improvement via teacher motivation. Rossouw (2003) indicated 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.

Rosen (2007) indicated that student misbehaviour interferes with effective teaching and learning, and lowers the motivation of teachers. It can lead to helplessness and anger. Also, he indicated that teachers identified learners discipline as the primary and central factor with an impact on the educators' professional enthusiasm.

Rhodes (2006) echoed the same sentiments where he indicated that student discipline is one of the major factors which contributes to motivation, moralization, and the presence of teachers at classrooms. Henly (2010) found that learners' discipline enhances teachers' motivation and noted that the passion for teaching is also significantly influenced by learner discipline (Ferguson & Johnson (2010). Geiger (2000) on the other hand discovered that teachers viewed the students as non-threatening school environment that improves teaching and learning. Thus, teachers who mainly teach effectively and efficiently have a relatively high motivation.

According to Fuentes (2003), students discipline influences the school environment positively and extend the motivational level of teachers in a school situation, which in turn, has an impact on students' academic performance. Evans (2008) believes that teacher performance is a reflection of the student discipline. Factors such as students respect for teachers, improved students class attendance, reduced students drop out of school, among others.

Earthman and Lemasters, 2009) emphasized that students discipline to help create and maintain a safe, orderly, and positive learning environment that serve to enhance teacher motivation. Donnelly (2000) added that a disciplined environment correct students misbehaviour and develop self-discipline .

Bowman (2004) added that students discipline in classroom improve teacher work motivation that breeds teacher self-indulgent and concluded that students indiscipline infuriate teachers them to such an extent that the teachers job performance declines. Butchart (2008) agrees and indicated that their job performance depended on learner behaviour. Such teachers work performance depend 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).

According to Doveton (2001), respecting students is essential for boosting teacher motivation. One of the most prevalent issues highlighted is that teacher motivation oftentimes depend on students respecting their teachers. This type of behaviour is acceptable by teacher and influence teachers job performance. According to Kohn (2006), all teachers expect their students to be respectful to them, but some fail to realize that this is a two-way street.

To Black and John (2002), 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:

- **Have a Positive Attitude** – Teachers who have a positive attitude about their students and their job will be more effective.
- **Be Consistent** – Teachers must know what their expectations are on a daily basis. Being inconsistent will lose their respect and attention faster than anything.
- **Be Fair** – Teachers should treat every student the same when dealing with the same situation. Giving out a different set of consequences for the same actions will undermine your authority.
- **Have a Sense of Humor** – Having a sense of humor can be disarming. Students will naturally look forward to coming to your class and learning if they know that you aren't uptight and rigid.
- **Be Flexible** – Teachers that are not flexible are setting themselves and their students up for failure. Things happen in life that is beyond anyone's control. Be sensitive to every situation and be willing to adapt and veer from your scheduled plans when necessary.

Bratton and Gold (2003) noted that students respecting each other improve teacher motivation that results to improve students' academic performance. An atmosphere of mutual respect means that students also treat each other properly. The result is a classroom where more learning takes place as students feel safe, motivated and, of course, respected. Achieving this atmosphere takes considerable effort on the part of the

teacher as well as the students. Once established, however, students will usually work to maintain the positive classroom environment (Bratton. & Gold, 2003).

Canter (2000) indicated 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. This according to Bull(2009) maintains an orderly system that creates the conditions in which learning takes place that enhance teacher job satisfaction.

According to Docking (2000), some children do not make the connection between respect for school property and personal consequences, but the two have a strong link. This implies that the school belongs to the student. Docking (2000) noted that when a child disrespects the school, the child hurts him or herself and demotivate teachers. Duke (2000) added that when students respect school properties, it brings comfort and safety to the school that lead students to accrue knowledge and concluded that when a student lacks respect for school property, it can bring the quality of life in the school down.

Indiscipline among students is one of the main problems in school and almost all teachers have to deal with it each day. Gossen (2006) indicated that if left unchecked, it can become a major problem that demotivates teachers. Gossen (2006) added that students obedience breed both students and teachers personal safety. This implies that rules are intended to protect them. This implies that when the students follow the rules at school,

they demonstrate an awareness of the rules and show that they believe that their personal safety is important.

Mafabi (2003) added that when students follow the rules at school, they show that they understand the importance of rules and respect the school authority. Mosha (2006) indicated that the schools are faced with numerous rules not only in school but in daily life, and obedience to those rules shows care and respect about those who create the rules. Obedience to school rules also shows the students respect teachers and school heads that build trust in the relationship between students and the teachers that motivate teachers.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this chapter was to outline the methodology that was employed in assessing factors that enhance teacher motivation in public Junior high schools in Suame 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.

3.1 Research Design

This study used descriptive survey design because it is a type of design that enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors influencing teacher motivation in public junior high schools in Suame Municipal. According to Babbie (2008), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed for investigation of how different factors affect teacher motivation in the area of study.

With regard to the research approach, the study followed quantitative approach. Questionnaires were used to quantify 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 teachers motivation. Quantitative approach also helped

to present simple statistical analysis because many questions were closed-ended this allowed to crosscheck the correctness of the information gathered in the field as well as to ensure that the strengths of one method offset the weakness of the other, hence making it possible for the study to justify the results obtained through other instruments during data collection.

3.2. 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 consists of all cases of individuals or things or elements that fit a certain specification Babbie (2010) denote that 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 public junior high school teachers in the Suame Municipal that comprised of one hundred and twenty (120) teachers.

3.3. Sample and Sampling Technique

All public junior high schools in the Municipality were studied. Since there were twenty (20) junior high schools in the study area comprising of 120 teachers, convenience sample technique was used to select three teachers from each school making the sample size of 60.

According to Creswell and Clark (2007), convenience sampling (also known as availability sampling) is a specific type of non – probability sampling method that relies on data collection from population members who are conveniently available to participate in the study. Moreover, convenience sampling is a type of sampling where the first

available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you can find them and typically wherever is convenient. In convenience sampling no inclusion criteria is identified prior to the selection of subjects. All subjects are invited to participate. The researcher used convenience sampling because of its quick mode to collect data and also inexpensive to create samples.

3.4. Research Instrument

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

Questionnaire for the respondents had four sections, thus section A, B, C and D in addition to the introduction. Section A had four items seeking information on respondent's background (gender, age, academic qualification and work experience). Section B had six items on head teachers' fairness (example: my work schedule given to me by my head teacher is fair, my head teacher welcome questions and contributions from every teacher in matters related to the school). Section C also had six items on teacher's remuneration (example: my salary is reasonable to solve my basic needs, the opportunities I have to further my education enhances my job motivation.) Section D also had six items on students discipline behaviour in influencing teacher motivation. (example: students respecting teachers improves my motivation, students obedience to school rules enhances my motivation). All these items were measured on a 4-point Likert scale ranging from (1) strongly disagree (2) disagree (3) agree and (4) strongly agree.

See Appendix A.

3.5. Validity and Reliability of Data

The validity of an instrument is the extent to which it measures what it is supposed to 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. 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.

Reliability refers to consistency of results (Creswell, 2003). This means that there is the same outcome for repeated trials. With regards to the reliability of the instrument, it was pilot tested and run to obtain the Cronbach alpha with the help of Statistical Package for Social Sciences (SPSS) Version 20.0. The researcher obtained a Cronbach alpha coefficient value of 0.82 for the overall reliability of the questionnaire. Bryman (2008) revealed that a Cronbach alpha of 0.70 or more show that there is high and acceptable reliability of data.

3.6. Data Collection Procedure

Prior 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 schools concerned. The researcher visited all the selected schools involved in the data collection with closed-ended questionnaires and the permission letter. The head teachers were 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 sixty (60) questionnaires administered were retrieved from the schools. This procedure was followed in order to conform to pre field work ethical issues.

3.7. Data Analysis Procedure

The researcher after collecting the close-ended questionnaires from the respondents screened the data to identify errors. That data were tallied and computed into frequencies and percentages using SPSS version 20.0. This study used frequencies and percentages because they easily communicate 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 ease of interpretation and discussion.

3.8. Ethical Considerations

Bryman (2008) observes 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 explained the aims of the study to respondents and told them truthfully that their involvement was voluntary. Also researcher explained the potential benefits to school head teachers, teachers and students as a result of the study. The respondents were informed of all data collection devices and activities. The

respondents were treated with respect 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 assured and the data provided were treated with utmost confidentiality.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction

This chapter provides an analysis and discussions of the respondents' responses. Descriptive analysis technique was utilized which involved the use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. Specifically, this consist of demographic characteristics of respondents and the answers and discussions of the research questions.

4.1. Demographic Data of Respondents

The respondents were asked to indicate their sexes, age, academic qualification and work experience. Their responses were indicated in Table 4.1 as shown below.

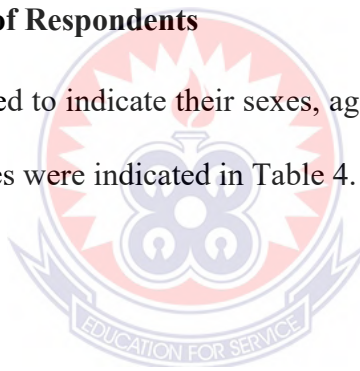


Table 4.1: Demographic Data of Respondent (N=60)

	Frequency	Percentage (%)
Sex		
Male	26	43.3
Female	34	56.7
Age		
Less than 31 years	10	16.7
Between 31- 40	33	55.0
Between 41- 50	11	18.3
51 years and above	6	10.0
Teachers Academic Qualification		
Diploma	15	25.0
First Degree	45	75.0
Distribution of Respondents Work Experience		
Between 1 – 5 years	13	21.7
Between 6 – 10 years	15	25.0
Between 11 – 15 years	17	28.3
16 years and above	15	25.0

In terms of sex, out of 60 respondents 43.3% were males, while 56.7% were females. The dominant age group of the respondents ranged between 31 – 40 years representing 33(55%), followed by age group between 41 to 50 years representing 11

(18.3%) whereas age group of 51 years and above made up the smallest group, representing 6 (10%) of the teachers. With regard to the respondents educational status 15 of them representing 25% were diploma holders, whereas 45 of them representing 75.0% were first degree holders.

With regard to the respondents work experience, 13 of the teachers representing 21.7% have worked for the period between 1 to 5 years, 15(25%) indicated that they have worked for the period between 6 to 10 years, 17(28.3%) also reported that they have worked for the period between 11 to 15 years, whereas 15 representing 25% indicated that they have worked for the period of 16 years and above.

4.2. Presentation and Discussion of Research Question One

To what extent does school head teachers fairness affect motivation of teacher in Suame Municipality?

This research question sought to find out how head teacher fairness affects motivation of teachers. In order to address this research question 6 items were formulated. The teachers were to agree or disagree with a number of statements related to the perception they hold on the extent to which head teachers fairness affect motivation of teacher in Suame Municipality on a scale of 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. Questionnaire were given to the teachers and their responses were presented in the table 4.2 below.

Table 4.2: The extent head teachers' fairness affect teacher motivation in Suame Municipality.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My work schedule given to me by my head teacher is fair.	1(1.7)	2(3.3)	42(70.0)	15(25)	3.18
2. My head teacher comments every teacher for the extra effort they make in their work	3(5.0)	8(13.3)	30(50.0)	19(31.7)	3.08
3. My head teacher welcomes questions and contributions from every teacher in matters related to the school.	1(1.7)	1(1.7)	32(53.3)	26(43.3)	3.38
4. My head teacher resolves disputes among teachers without taking sides.	1(1.7)	4(6.7)	38(63.3)	17(28.3)	3.18
5. My head teacher delegates some of his or her responsibilities to teachers	1(1.7)	3(5.0)	32(53.3)	24(40.0)	3.32
6. My head teacher supervises teachers work in an unbiased manner.	23(38.3)	24(40.0)	10(16.7)	3(5.0)	1.88
Grand Mean	5(15)	7(16.7)	31(35)	17(25)	3.00

To answer item one on the fairness of work given to teachers by the head teacher, the responses was that 3(5%) disagreed, whiles 57(95%) agreed. The mean score of 3.18 implies that averagely the teachers strongly agreed that their work schedule given to them by the head teacher is fair. On the second item which sought to find out whether their head teacher commends every teacher for extra efforts they made in their work, responses generated were that 11(18.3%) disagreed, whiles 49(81.7%) agreed. The mean score of 3.08 implies that averagely the teachers agreed that their head teacher commends them for the extra efforts they made in their work.

The third item which states that my head teacher welcomes questions and contributions from every teacher in matters related to the school got these responses

2(3.4%) disagreed, while 58(96.6%) agreed that their head teacher welcomes questions and contributions from them in matters related to the school. The mean score of 3.38 implies that averagely the teachers agreed with that statement. On item four, the researcher further wanted to find out if the head teacher resolved dispute among teachers without taking sides. With this statement, 5 representing, 8(4%) disagreed, while 55(91.6%) agreed. The mean score of 3.18 implies that averagely the teachers agreed with that statement. Again the researcher wanted to find out if the head teacher delegate some of his or her responsibilities to teachers. With this statement, 4(6.7%) disagreed, while 56(93.3%) agreed. The mean score of 3.32 implies that averagely the teachers agreed with that statement.

Lastly, the researcher wanted to find out if the head teachers supervised teachers work in an unbiased manner. With this statement, 47(78.3%) disagreed, while 13(21.7%) agreed with that statement. The mean score of 1.88 implies that averagely the teachers disagreed to the statement that their head teacher supervises teachers work in an unbiased manner. As can be seen on Table 4.2 above, the respondents agreed that item 3 (i.e., head teacher welcomes questions and contributions from teachers in matters related to the school) highly motivates them. The table indicated that (32+26 representing 53.3% +43.3% making 96.6%) agreed, while (1+1 representing 1.7%+1.7% making 3.4%) disagreed to this statement. This was followed by item 1 (i.e, My work schedule given to me by my head is fair) motivate teachers in Suame Municipality. The table indicated that (42+15 representing 70% +25% making 95%) agreed, while (1+2 representing 1.7%+3.3% making 5%) disagreed to this statement.

Summary

In summary of the extent to which the head teachers' fairness affect motivation of teachers in Suame Municipality, the mean score of 3.00 indicates that teachers agreed that the head teachers' fairness contributes to the motivation of teachers in Junior High Schools in Suame Municipality. This implies that majority of the teachers representing 80% agreed that the head teachers fairness motivate them in their work. Table 4.3, below represent this relationship.

Table 4.3: Summary of teachers responses on the extent the head teachers' fairness affect motivation of teacher in Suame Municipality.

Responses	Frequency	Percentage, Mean = 3.00. SD = 0.86
Strongly Disagree	5	8.3
Disagree	7	11.7
Agree	31	51.7
Strongly Agree	17	28.3
Total	60	100.0

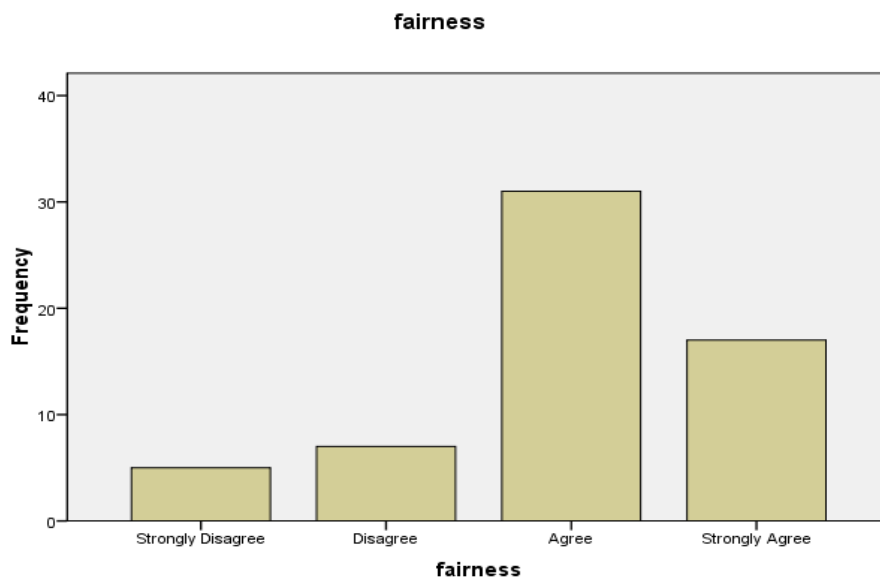


Figure 2: Average responses on the extent the head teachers' fairness affect motivation of teacher in Suame Municipality.

This finding was in line with that of Bagarozzi (2002) who indicated that administrative or head masters fairness has a central role in educational establishments because perceptions of injustice affect teachers' work motivation, well-being, and performance, which may lead to negative work attitudes such as absenteeism. Greenberg (2005) also calls that teachers perceptions of fairness and justice have been linked to improved work performance as it enhances their motivation. The finding was also in line with that of Griffin (2011) who noted that head masters administrative fairness motivate teachers that lead to high teacher performance and improved work commitment. The finding further supports that of Bies & Shapiro (2007) who noted that fairness functions is more vital on staff motivation.

4.3. Presentation and Discussion of Research Question Two – To what extent does remuneration affect the motivational level of teachers in Suame Municipality?

This research question was designed to find out the extent remuneration affect the motivational level of teachers in Suame Municipality. Data in this section yielded the following findings in Table 4.4 below:

Table 4.4: The extent remuneration affect the motivational level of teachers in Suame Municipality

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My salary is reasonable to solve my needs	17(28.3)	19(31.7)	23(38.3)	1(1.7)	2.13
2. The fringe benefits associated with my work enhance my	13(21.7)	15(25.0)	29(48.3)	3(5.0)	2.37
3. My retirement package improves my work motivation	25(41.7)	20(33.3)	10(16.7)	5(8.3)	1.92
4. The opportunities I have to further my education enhances my job motivation	2(3.3)	3(5.0)	36(60.0)	19(31.7)	3.20
5. The maxim of “the teacher taught them all” motivate me	3(5.0)	9(15.0)	22(36.7)	26(43.3)	3.18
6. The introduction of retention premium has improved my work motivation	3(5.0)	10(16.7)	36(60.0)	11(18.3)	2.91
Grand Mean	11(18.3)	12(20.0)	26(43.3)	11(18.3)	2.62

Table 4.4 above illustrates the teachers' responses on the extent to which remuneration affect the motivational level of teachers in Suame Municipality. In the first place, the researcher wanted to find out from the teachers if their salary is reasonable to solve their needs. With this statement, 36(60%) disagreed, while 24(40%) agreed. The mean score of 2.13 implies that averagely the teachers agreed with that statement.

The researcher further wanted to find out from the teachers if the fringe benefits associated with their work enhanced their work motivation. With this statement, 28(46.7%) disagreed, while 32(53.3%) agreed with that statement. The mean score of 2.37 implies that averagely the teachers agreed with that statement.

Again, the researcher wanted to find out from the teachers if their retirement package improves their work motivation. With this statement, 45(75%) disagreed, while 15 (25%) agreed with that statement. The mean score of 1.92 implies that averagely the teachers disagreed that their retirement package improves their work motivation.

Moreover, the researcher further wanted to find out from the teachers if the opportunities they have to further their education enhanced their job motivation. With this statement, 5(8.3%) disagreed, while 55 (91.7%) agreed with that statement. The mean score of 3.20 implies that averagely the teachers agreed with that statement.

The researcher further wanted to find out from the teachers if the maxim of "the teacher taught them all" motivate them in their work. With this statement, 12(20%) disagreed, while 48(80%) agreed with that statement. The mean score of 3.18 implies that averagely the teachers agreed with that statement.

Lastly, the researcher sought to find out from the teachers if the introduction of retention premium has improved their work motivation. With this statement, 14(21.7%)

disagreed, while 47(78.3%) agreed. The mean score of 2.91 implies that averagely the teachers agreed with that statement.

As can be seen on Table 4.4 above, majority of the respondents representing 91.7% agreed that item 4 (i.e, the opportunities I have to further my education enhances my job motivation) highly motivate teachers in Suame Municipality. The table indicated that (36+19, representing 60.0% +31.7%) making 91.7% agreed, whiles (2+3 representing 3.3%+5.0%) making 8.3% disagreed with that statement.

This was followed by item 5(i,e, The maxim of ‘‘the teacher taught them all’’ motivate me in my work) motivate teachers in Suame Municipality. The table indicated that (22+26, representing 36.7% +43.3%) making 80.0 % agreed, whiles (3+9 representing 5.0% +15.0%) making 20% disagreed with that statement.

Summary

To sum up to what extent remuneration affect the motivational level of teachers in Suame Municipality. The mean score of 2.62 indicates that the teachers agreed that remuneration affect their motivational level. Table 4.5 and figure 2 below highlight this.

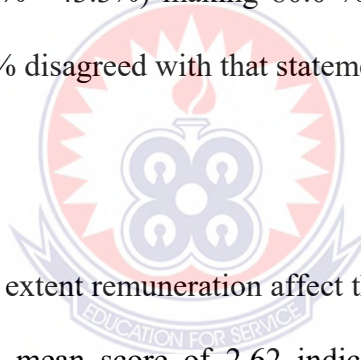


Table 4.5: Summary of teachers responses on the extent the remuneration affect the motivational level of teachers Suame Municipality

Responses	Frequency	Percentage,	Mean = 2.62. SD = 0.99
Strongly Disagree	11	18.3	
Disagree	12	20.0	
Agree	26	43.3	
Strongly Agree	11	18.3	
Total	60	100.0	

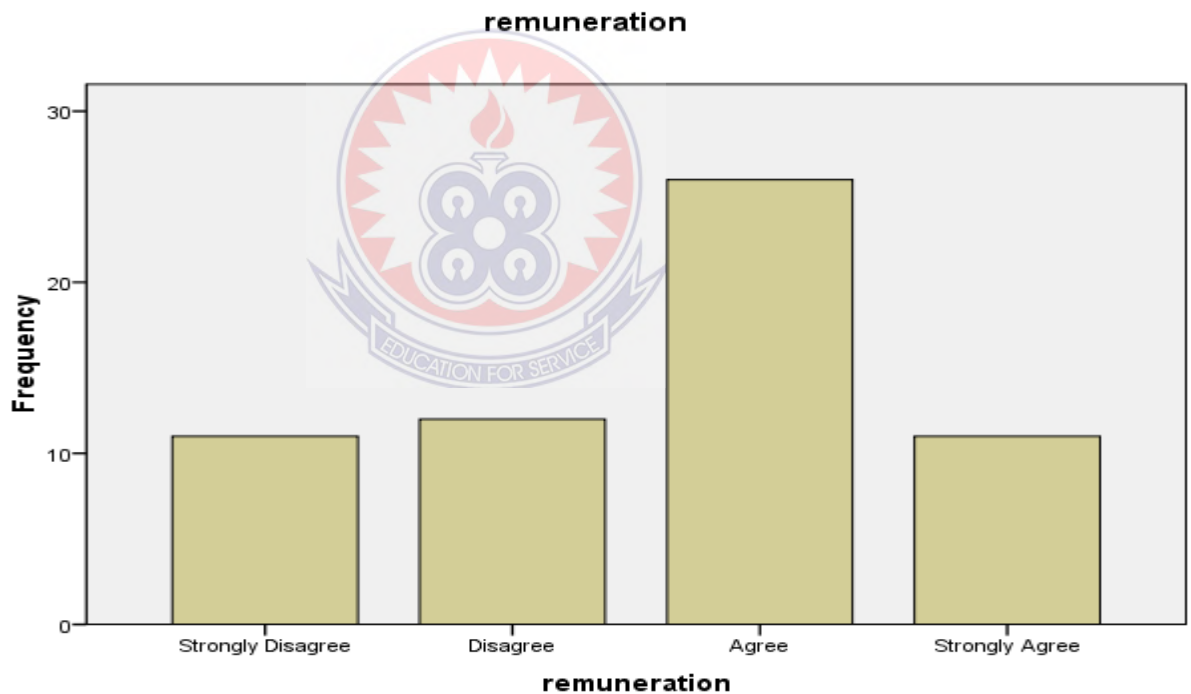


Figure 3: Average responses on the extent the remuneration affect motivation of teacher in Suame Municipality.

This finding was in line with that of Armstrong (2006) who emphasized that remuneration motivate employees to be more productive. Remuneration can also be

praise or recognition that enhances employees motivation. The finding also supports that of McShane (2006) who noted that remuneration awarded to teams increases productivity levels because the team is looking out for the collective good of the team. Sales managers can use team remuneration to increase new account openings, increasing existing account orders and generating new account leads. Pooling employees in a team with a collective goal increases productivity (McShane, 2006). The finding again collaborates with that of Bedeian (2003) who expressed that the diversity and dynamism of the employees' needs and their individualized hierarchy is reflected in the broad set of external and internal factors that determine their level of motivation and engagement, which can be translated into continuous expanding and updating of the motivation methods used in the organization. Consequently, it leads to evolution of ideas concerning the notion of remuneration. According to Kreitner, (2005), the issue of building organizational motivation encompasses the concept of remuneration that serves to guarantee motivation and job satisfaction, and its goal is to maximize the impact of different components of remuneration on the motivation of employees.

4.4 Presentation and Discussion of Research Question Three – How do the students' discipline behaviour affect the motivational level of teachers in Suame Municipality?

This research question intended to find out if the students' discipline behaviour affects teachers' motivational level of teachers Suame Municipality. The respondents were given questionnaires and requested to express their responses they were recorded as follows:

Table 4.6: Teachers' perception on the extent the students discipline influence their motivational level in Suame Municipality

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. Students respecting classroom rules and regulations motivate me	-(-.)	1(1.7)	36(60.0)	23(38.3)	3.37
2. Students respecting teachers improves my motivate	-(-.)	2(3.3)	34(56.7)	24(40.0)	3.37
3. Students respecting each other motivate me	-(-.)	4(6.7)	42(70.0)	14(23.3)	3.17
4. Students maintaining of an orderly system that creates the conditions in which learning takes place enhance my motivation	-(-.)	2(3.3)	34(56.7)	24(40.0)	3.37
5. Students obedience to school rules enhance my motivation	-(-.)	-(-.)	37(61.7)	23(38.3)	3.38
6. Students respecting of school property improves my motivation	-(-.)	6(10.0)	43(71.7)	11(18.3)	3.08
Grand Mean	-(-.)	3(16.7)	38(35)	19(25)	3.29

The researcher wanted to find out from the teachers if students respecting classroom rules and regulations motivate them. 1 representing (1.7%) disagreed, while 59 representing (98.3%) agreed with that statement. The mean score of 3.37 implies that averagely the teachers agreed that students respecting classroom rules and regulations motivate them.

The reseracher again wanted to find out if students respecting teachers improved their work motivation. With this statement, 2 representing (3.3%) disagreed, while 58 representing (96.7%) agreed with that statement. The mean score of 3.37 implies that averagely the teachers agreed that students respecting teachers improves their motivation.

Also in seeking to find out from the teachers if students respecting each other motivate them, 4(6.7%) disagreed, while 56(93.3%) agreed. The mean score of 3.17 implies that averagely the teachers agreed that students respecting each other motivate them.

The researcher further wanted to find out if students maintaining of an orderly system that creates the conditions in which learning takes place enhance their motivation. With this statement, 2(3.3%) disagreed, while 58(96.7%) agreed. The mean score of 3.37 implies that averagely the teachers agreed with that statement agreed.

More so, the researcher further wanted to find out from the teachers if students' obedience to school rules enhanced their motivation. No teacher disagreed, 60(100%) agreed. The mean score of 3.38 implies that averagely the teachers agreed with the statement.

Lastly, the researcher wanted to find out from the teachers if students respecting school property improves their motivation. With this statement, 6(10.0%) disagreed, while 54(90%) agreed. The mean score of 3.08 implies that averagely the teachers agreed that students respecting school property improves their motivation.

From Table 4.6 above, majority of the respondents agreed that item 5 (i.e., Students obedience to school rules enhance my motivation) highly motivate teachers in Suame Municipality. The table indicated that (37+23 representing 61.7% +38.3% making 100.0%) agreed with this statement. This was followed by item 1 (i.e, Students respecting classroom rules and regulations motivate me) also motivate teachers in Suame Municipality. The table indicated that (36+23 representing 60.0% +38.3% making 98.3%) agreed, while (1 representing 1.7%) disagreed with that statement.

Summary

To sum up what extent students discipline behaviour influence teachers' motivation in Suame Municipality, the grand mean score of 3.27 indicated that majority of the teachers agreed that students discipline behaviour contributes to their work motivation. Out of 60 teachers who participated in the study, averagely, 3(5%) disagreed, while 57(95%) agreed to that question. This implies that majority of the teachers representing 95% agreed that the students discipline influence their motivation as shown in Table 4.7 and represented in Figure 3 below.

Table 4.7: Summary responses to the students discipline influencing teachers' motivation

Responses	Frequency	Percentage, Mean = 3.27, SD = 0.55
Disagree	3	5.0
Agree	38	63.3
Strongly Agree	19	31.7
Total	60	100.0

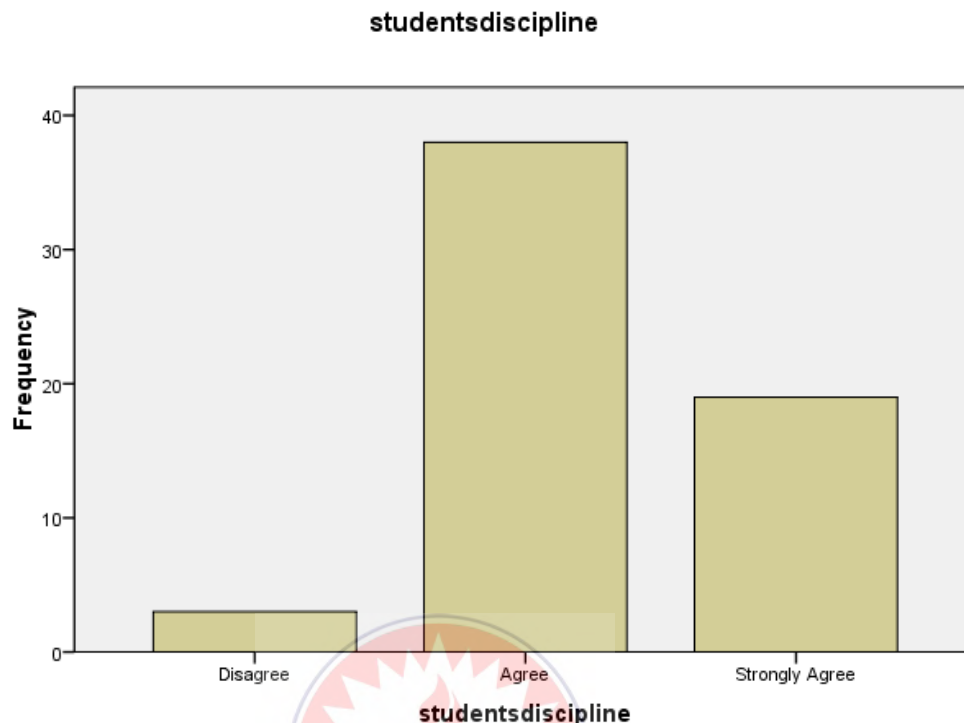


Figure 4: Average responses on the students discipline influencing teachers' motivation

This finding was in line with that of Bratton & Gold (2003) who emphasized that students discipline behaviour is linked with an effectively organized functioning school that has a prevalent sense of hope among teachers and students, accompanying high rates of teacher motivation. They further claimed that students discipline behaviours motivate teachers to routinely come early to class that serves to enhance learners academic achievement, minimizing learners truancy and other behavioural problems that have been linked to suspension and expulsion as well as dropping out, which generally implies students' lack of academic proficiency.

Clifford (2003) also indicates that the teacher should afford the learners his/her time and space by being available. This will enhance learner-teacher relationship.

Cooperative teacher-learner relationships develop a sense of responsibility and self-discipline in learners. Such learners are then able to interact freely and effectively with teachers and also feel a sense of fair treatment and of being treated with care and respect. The finding also support that of Bell (2003) who noted that students discipline behaviours motivate teachers to establish cooperative relationships with learners that in turn make the teachers: know the learners; praise the learners genuinely and frequently. The finding was as well in line with Adams (2003) who indicated that student discipline behaviours motivate teachers to teach effectively and also to ensure learners' academic and behavioural success.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents a summary of the major findings of the research, conclusions from the results and the recommendations for further studies.

5.1. Summary of Findings

The study was conducted to determine the factors enhancing teacher motivation in Public Junior High Schools in Suame Municipality with the following objectives. Firstly, to determine the extent of which head teachers' fairness enhance motivation of teachers. Secondly, to determine the extent remuneration enhance the teachers' motivational level and thirdly determine the extent to which students discipline behaviour improve teacher motivation in Suame Municipality.

The descriptive research design was used for the study and the data were collected using questionnaire. The data collected were analysed using descriptive statistics such as frequencies and percentages.

The following key findings were arrived at;

Firstly, in seeking to find out the extent to which head teachers fairness affect teachers motivational level, it was revealed that majority of the teacher (96%) agreed that the head teachers welcoming questions and contributions from every teacher in the school improves their work motivation.

Secondly, in finding out the extent to which remuneration affect their motivation, majority of the teachers (91%) agreed that the opportunities they have to further their education enhances their work motivation.

Thirdly, majority of the teacher agreed that student discipline behaviour improve their work motivation. All the teachers (100%) agreed that students obedience to school rules and regulation enhance their motivation.

5.2. Conclusion

Based on the findings of the study, the following conclusion were drawn. Firstly, teachers are highly motivated when their head teachers show fairness in dealing with them so head teachers should be fair in their administrative work when dealing with teachers. Secondly, teachers are highly motivated by the opportunities available to them to further their education.

Lastly, teachers are highly motivated in their work when students are well behaved and disciplined by obeying school rules and regulations. When students do not obey school rules teachers are not motivated enough to educate them.

5.3. Recommendations

In light of the research findings, it is recommended that, school head teachers' should be opened in their supervisory roles and not to be biased in dealing with teachers. The Ghana Education Service (GES) should be organizing frequent workshops for head teachers in capacity building to boost their supervisory roles.

Secondly, the government should improve upon the retirement packages available for teachers at the end of their service. Lastly, school head teachers should instil

discipline in schools by educating students on why it is important to respect and take good care of school property.

5.4. Recommendations for Future Research

The findings of the study suggest that further studies should investigate the following issues:

1. Future research should include the use of interviews and focus group discussions in order to get a deeper understanding into teachers motivation.
2. Further study should consider head teachers leadership styles on teachers work motivation



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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR STUDY RESPONDENTS

Dear Respondent,

I am carrying out a study on the topic “ *Factors Enhancing Teacher Motivation*”. You have therefore been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

Adama

Researcher



SECTION A

TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Your gender: Male [], Female []
2. Age Group: 21 – 30 [], 31 – 40 [], 41 – 50 [], 51 + []
3. Your highest academic qualification: Diploma [], Bachelor's Degree [], Master's Degree []
4. Work Experience: 1 – 5 yrs [] 6 – 10 yrs [] 11 – 15 yrs [] 16+ yrs []



SECTION B**HEAD TEACHERS FAIRNESS QUESTIONNAIRE**

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	My work schedule given to me by my head is fair				
2	My head teacher commends every teacher for the extra efforts they make in their				
3	My head teacher welcome questions and contributions from every teacher in matters related to the school.				
4	My head teacher resolves disputes among teachers without taking sides				
5	My head teacher delegates some of his responsibilities to his teachers				
6	My head teacher supervises teachers work in an unbiased manner.				

SECTION C

RENUMERATION QUESTIONNAIRE

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	My salary is reasonable to solve my basic needs				
2	The fringe benefit associated with my work enhance my work motivation				
3	My retirement package improves my work motivation				
4	The opportunities I have to further my education enhances my job motivation				
5	The maxim of “the teacher taught them all” motivates me in my work.				
6	The introduction of retention premium has improved my work motivation .				

SECTION D**STUDENTS DISCIPLINE QUESTIONNAIRE**

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Students respecting classroom rules and regulations motivate me				
2	Students respecting teachers improves my motivate				
3	Students respecting each other motivate me				
4	Students maintaining of an orderly system that creates the conditions in which learning takes place enhance my motivation				
5	Students obedience to school rules enhance my motivation				
6	Students respecting of school property improves my motivation				