

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

ASSESSING THE EFFECTS OF TEACHERS' LEVEL OF MOTIVATION ON THEIR
OCCUPATIONAL EXPERIENCE IN GHANA: THE CASE STUDY OF ULLO SENIOR
HIGH SCHOOL IN THE JIRAPA MUNICIPALITY OF THE UPPER WEST REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah-
Menka University of Skills Training And Entrepreneurial Development in partial
Fulfillment of the requirements for the award of Masters of Arts (Educational Leadership)
degree**

DECEMBER, 2020

DECLARATION

CANDIDATE'S DECLARATION

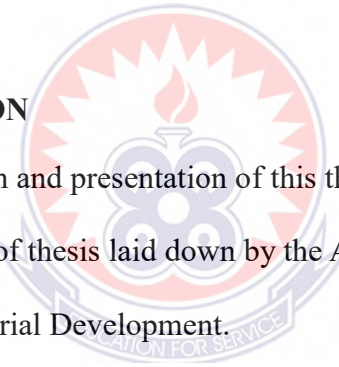
I, PUOPELLE DIANA, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the Akenten Appiah-Menka University of Skills Training And Entrepreneurial Development.



NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

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DATE:.....

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Though only my name appears on the cover of this dissertation, many great people have contributed to its production. I owe my gratitude to all those people who have made this dissertation possible and because of whom my post graduate experience has been one that I will cherish forever.

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DEDICATION

To my father, Mr. Maurice Puopiel, for his unwavering support in my educational pursuit (daddy I say God richly bless you), to my sweet mother, Mrs. Rebecca T Dombo. Dr. Stephen Baffour Adjei my supervisor and lastly my adorable husband (Mr. Musah Obeng). I love you all!



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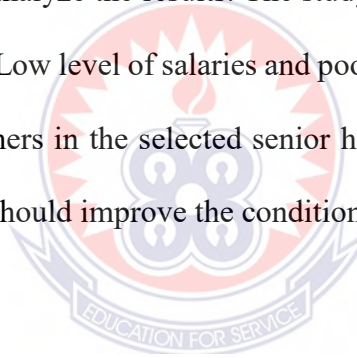
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ABSTRACT

This study attempts to find out the effects of teachers' level of motivation on their occupational experience in the Jirapa Municipality of the Upper West Region in Ghana taking the Ullo Senior High School as a case study. A cross-sectional survey design was used to collect data. Simple random sampling was used to select the respondents, and purposive sampling was used to select the respondents from each of the school according to the various departments. The sample size was 150 consisting of 75 females and 75 males. A total of 150 questionnaires were administered to teachers of Ullo Senior High School and all the 150 questionnaires were returned fully and appropriately filled. The study made use of descriptive statistics in the form of frequencies, percentages, tables and charts to analyze the results. The study found out that the overall level of motivation of the teachers is low. Low level of salaries and poor conditions of service are the main causes of low motivation of teachers in the selected senior high school. It is recommended that Ghana Education Service (GES) should improve the conditions of service of teachers.



CHAPTER ONE

INTRODUCTION

This chapter discusses the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, limitations and delimitation as well as the organization of the study.

1.1 Background to the Study

Teaching is said to be a very noble profession. The millennium challenge goal 2 has it that, by 2025, students everywhere, boys and girls alike, should be able to complete a full course of education or schooling. Besides, it is common to observe that demand for secondary education is much higher than that of the basic education in many places in the world because that is the pivot or the turning point of every student's life (UNICEF, 2016). Education in contemporary period places greater emphasis on quality teaching and the experience of the teacher to meet the educational goals of every nation in the world (World Bank, 2017).

Thus, many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Adeniji, 2011). In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution (Adeniji, 2011). The underlying assumption is that experience promotes effectiveness (Cockburn, 2004). This valuable indicator of effective teaching in our schools in the world is primarily influenced by motivation and conditions of service for the teacher (Cook, 2008).

Therefore, the term teacher motivation has been defined variously by different scholars. Velez (2007) has perceived teacher motivation as an inspiration or encouragement of teachers to do their best in the classroom. Snowman, Mcown, and Biehler (2008) have conceptualized teacher motivation as located in the forces that bring about the arousal, selection, direction, and continuation of behavior in the teacher. In this paper, we consider teacher motivation as tangible or intangible working conditions that have the potential to influence teachers positively to demonstrate desirable behavior leading to a high quality professional practice. Desirable behavior includes positive attitudes toward students and teaching, positive perceptions of employer and work conditions and beliefs about self as a valuable professional teacher (Brewer, 2004).

In African states such as Ghana, several initiatives for promoting education have excluded the issue of teacher motivation (Osei, 2006). As quality is important and has merits for investing in education, attention needs to be given to teacher motivation to ensure quality teaching and teacher rich experience (Agezo, 2010; Osei, 2006). In the context of this study, quality teaching refers to the use of disciplinary knowledge with positive relationships with students in the classroom that lead to desirable learning outcomes.

Therefore, motivation is very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills, experiences and competencies occur when one feels effective in one's behaviour. In other words, professional knowledge, skills, experiences and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

Hence, it is imperative to improve formal education, so that not only would the quantities improve, but the quality should also improve. Consequently, Ghana has about 30% of her national budget committed to the education sector alone (Sheldon, 2003). At the center of all education however, is the teacher. Teachers have a very high role to play in molding and refining the intellectual capacity and ability of students during the formative stages in the school and beyond. For this reason, the values, knowledge and skills the teacher instills in the child determine the future of the child. “The future of every nation lies in the hands of the children; and the future of children lies in the hands of the teachers” (Druk, 2014 p.142). This implies that lack of motivation among teachers can adversely affect the future of the children and hence the future of our nation, Ghana.

Research such as Sheldon, 2003, Agezo, 2010 and Shang, 2000 especially with regards to teacher motivation has received much attention in recent times in Ghana (Osei, 2006). This is due to the fact that, there is decrease in the popularity of status of the teaching profession as a whole (Osei, 2006). According to Farrell (as cited in ViBecke, Anne- Marie & Smith, 1999), the nature of teachers problem is deteriorating all over the world, of which Ghana is no exception. The status of teachers is decreasing at the same time as the working conditions of service are getting worse. Support and supervision services are lacking. Facilities and resources of the classroom are usually at minimal levels, thereby impeding the performance of teachers in the long run (Osei, 2006). Teachers in many countries are under paid as compared to professionals in other sectors. This is due to the fact that economies of most African Countries are not doing well. This is evident in the deplorable conditions of service of teachers. Consequently, there has been a high rate of teacher turnover recorded in many Countries over the past decades. In Ghana, some empirical work has shown that teachers with advanced degrees from prestigious colleges or degrees in high market-value subjects such as mathematics, engineering and science typically leave teaching for jobs in

other, non-education fields at higher rates than do their colleagues without these educational qualities (Osei, 2006). These turnovers have financial cost implications for the nation as well as decline in performance, causing damage to its academic reputation as well as the well-being of students (Brewer & McMahan – Langers, 2004).

Thus, the European Union (2012) determined that “within educational institutions, teaching professions are the most important determinants of how learners will perform. And it is what teachers know, do and care about that matters” (p.15). From the forgoing it could be deduced that the success of any educational programme in Ghana and the world at large greatly depends on the performance of our teachers at every level of the educational sector. This is in accordance with Hamaliks (2000) assertion that whatever the curriculum design may be, it would not have seriousness, and that seriousness would function if the teacher had high motivation, high motivation, occupational experience and all the necessary teaching and learning resources provided him or her to enrich their teaching experience.

Against this background, this study ascertains the effects of teachers’ level of motivation on their occupational experience in Ghana taking the Ullo Senior High School in the Jirapa Municipality of the Upper West Region as a case study.

1.2 Statement of the Problem

The benefits of teacher motivation are very vital to the long-term growth of any educational system around the world and the teacher experience in imparting quality education. This phenomenon couples with professional knowledge and skills, centre competencies, educational resources and strategies as the tool of measuring educational success and performance (Osei, 2000).

Teacher motivation encourages teachers to do their work very well. The determinants of teacher motivation are very important as far as teachers are concerned. This is due to the fact that they have positive and negative influences on workers performance or experience. A lot of concerns have been raised by the public about the performance of students in the West African Secondary School Certificate Examination (WASSCE) (Osei-Owusu, 2014). Many teachers on the other hand, shifted the blame on the government for not making the teaching profession attractive. There is a common saying that, when students fail, it is the fault of the teacher, but when students excel it is the doing of the students (Osei-Owusu, 2014).

A research conducted by Ghana National Association of Teachers (GNAT) in collaboration with Teachers and Educational Workers Union (TEWU) in 2010 showed an overwhelming evidence that the main factors that affect teacher attrition are motivation, teacher motivation, salary levels, basic working conditions and teacher's relationship with each other and school management. The survey revealed that the Ghana Education Service (GES) estimates that about 10,000 teachers leave the classroom every year for other professions (GNAT, 2009). The high rate of teacher attrition impacts negatively on school improvement efforts, as it disrupts the stability and continuity of teaching, whereas high-performing schools are distinguished by stability and continuity of teaching. These in combination with other factors influence teachers' decisions to stay in the profession or leave.

The children's right movement and legislation changes have not only seen teachers increasingly becoming the targets of criticisms but have also led to high incidence of burn out and general demotivation among teachers worldwide (Ingersol, zod; Tye & O'Brien 2002). Due to the impact of the constant demands that are made on teachers to produce better results and aim for higher educational objective, most teachers overwork (Ingersol, zod; Tye & O'Brien 2002). As a

teacher, it is quite rewarding and satisfying to witness student's progress. However, the profession becomes frustrating and stressful when one has to deal with larger class strength, low salary, poor motivation, poor occupational experience, poor conditions of service and public criticisms (GNAT, 2009).

It is an undeniable fact that the Governments of Ghana have made some interventions to curb the situation, but there is more room for improvement. Despite the intervening measures of government in education – in the form of the implementation of the annual best teachers' award programs, in-service workshops, teacher retention premium and professional allowance, teachers' motivation allowance fund at the secondary level, teachers seem not to be motivated. This is evident in the numerous strike actions, absenteeism, lateness and general apathy on the part of the teachers (Agezo, 2010).

Mwanwenda (1995) found out that a lack of motivation and occupational experience resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from work. Therefore, there is the need for the stakeholders of education to know the factors that affect occupational experience and motivation of teachers in the senior high schools in Ghana. This will enable the stakeholders of education in Ghana to improve the level of occupational experience of the teachers.

Thus, in the Jirapa Municipality, the parents and the Ghana Education Service have implemented some strategies such as organizing awards for best teachers, giving motivation packages to teachers, providing accommodation for teachers and supplementing the motivation fund usually given to teachers by the government among other efforts to retain and motivate

teachers to give out their best with the sole aim of improving quality education in the municipality. Notwithstanding this, teachers still feel very reluctant to attend school regularly and to teach effectively (Government of Ghana, 2016). Thus, few studies have been conducted on the effects of teacher motivation on academic performance and teachers experience in other districts and regions in Ghana but no study has been conducted in the Jirapa Municipality to ascertain the effects of teachers motivation on their experience hence the need to conduct this study.

Against this backdrop, this study seeks to ascertain the effects of teachers' level of motivation on their occupational experience in the Jirapa Municipality of the Upper West Region in Ghana taking the Ullo Senior High School as a case study. This study also assesses the challenges facing teachers' motivation and recommended strategies that can help motivate the teachers in the area to improve their occupational experience in order to help the government achieve quality education in Ghana.

1.3 Purpose of the Study

The purpose of the study is to find out the effects of teachers' level of motivation on their occupational experience in the Jirapa Municipality of the Upper West Region in Ghana taking the Ullo Senior High School as a case study. This study also assesses the challenges facing teachers' motivation and the recommended strategies that can help improve the occupational experience and performance of teachers in the Ullo Senior High Schools in the Jirapa Municipality.

1.4 Objectives of the Study

The main objective of this study is to find out the effects of teachers' motivation on their occupational experience in the Ullo Senior High School in the Jirapa Municipality.

1. To determine the factors that influence teachers' occupational experience in Ullo Senior High Schools in the Jirapa Municipality.
2. To identify the effects of teachers' motivation on their occupational experience in Ullo Senior High school in the Jirapa Municipality.
3. To find out the challenges facing teachers' motivation in Ullo Senior High School and the way forward in the Jirapa Municipality.

1.5 Research Questions

The study was guided by the following research questions:

1. What factors influence teachers' occupational experience in Ullo Senior High Schools in the Jirapa Municipality?
2. What are the effects of teachers' motivation on their occupational experience in Ullo Senior High school in the Jirapa Municipality?
3. What are the challenges facing teachers' motivation in Ullo Senior High School and the way forward in the Jirapa Municipality?

1.6 Significance of the Study

This study has a lot of significance to the government, parents, teachers and the general public of Ghana and these include:

The stakeholders of education will get to know the influence of teacher motivation and on the occupational experience of the teacher.

The study is important and unique because, it will highlight the major factors that affect motivation and occupational experience of the teachers. Unlike most researches on occupational

experience, this study will investigate the dimensions of motivation as well as the effect of demographic characteristics on occupational experience of the teachers. The research will also suggest relevant policies and strategies to fight against the factors that lead to low occupational experience of the teachers.

The stakeholders of education, most especially the Ministry of Education and GES will find this research helpful in improving occupational experience among teachers. Finally, this study will serve as a source of information for other researchers.

1.7 Delimitations of the study

The study only focuses on a few teachers and the headmaster from Ullo Senior High School in the Jirapa Municipality. The researcher uses teachers, the headmaster, few parents of the students who are teachers and few officials in the Ghana Education Service as respondents for the study since they have undergone professional training and have the same employer.

1.8 Limitations to the Study

Studies like this usually take material resources, time and energy. Hence; one major constraint is combining work life and studies. This calls for a lot of sacrifices and trade-off of activities and schedules including leisure some of which are difficult to cost. Nonetheless the researcher goes about this particular obstacle through effective and efficient time management.

Fatigue is another consequence of tight and enduring work life vis-à-vis carrying out this project. The obstruction of meeting deadlines is therefore unavoidable. Yet with diligence and extra effort the study is finally completed.

Scarce personal finance is a major hitch in realizing this research. Thus, this constraint affects the sample size of the research. Nevertheless, quality is not compromised.

The study's descriptive survey design is a limitation because the data to be captured was applicable at a particular moment only (Wisker, 2008). Some of the study respondents decline to respond to the interview questions while others provide incorrect feedback due to fear of intimidation. However, the researcher purposely convinces the respondents to give accurate information since the study is purely academic and has no aim of victimizing anyone. Transport cost to schools and the GES office to meet respondents in the area under study poses a challenge especially because of the poor road network owing to the wet weather.

1.9 Operational Definition of Terms

Motivation: is considered as an energiser of behaviour from a psychological perspective.

Alternatively it can also be considered as the propensity of an individual to expand effort at work.

Occupational Experience: this refers to skills, knowledge, ideas and values workers acquired over a period of time.

Teacher: is a professional who imparts knowledge into learners with the view of changing the behaviour and perceptions of the learners.

1.10 Organisation of the Study

This study has been organised into six chapters. Chapter one consists of the background of the study, the statement of the problem, theoretical framework, purpose of the study, objective of the study, research questions, the significance of the study, delimitation, limitations, operational definition of terms as well as the organization of the study.

Chapter two discusses the review of literature related to the study. Chapter three indicates the research methodology; the research design used in the study, the target population, sample size and sampling techniques, source of data, data collection methods and data analysis procedures.

Chapter four outlines the presentation of findings of data gathered from the field. Chapter five discusses the results of the study. Chapter outlines the summary of findings, conclusion and recommendations as well as suggestion for future study in the area.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the theoretical framework on which the study is based has been discussed. That is, Herzberg's two-factor theory of motivation. Furthermore, the concepts of motivation and teacher experience as well as the ways by which school heads and managers promote motivation among their employees has been explained. There is an elaboration on teachers' motivation and occupational experience relationship. The factors influencing teachers motivation in senior high schools and the challenges and recommended strategies to help improve motivation in Ghana.

The issues concerning teacher motivation and teacher occupational experience in the World have caught the attention of several writers, institutions, individuals, researchers and the developed countries. Base on this, there are numerous documented articles and written literature which includes books and journals have been published on education and enrollment in general but there are quite a number of published works on teachers' motivation and teacher occupational experience in Ghana but few published works on this topic in the Upper West Region area. This is because current books and journals on the research topic in Ghanaian society have been focused on teachers motivation and teacher occupational experience in other districts and regions though there are few journals on it in the Jirapa Municipality of the Upper West Region but no one has done a study on it so it is quite tasking to get information on it. The literature review is conducted under four thematic areas and these are:

1. Concepts of Education
2. Concepts of Motivation
3. Concept of Occupational Experience

4. Studies on the teacher motivation and teacher occupational experience in Ghana.

2.1 Theoretical Framework (Herzberg's two-factor theory)

Herzberg's two-factor theory has been used as a framework for this study. This theory is basically concerned about factors that are responsible for teacher motivation and experience. This two-factor theory was derived from Abraham Maslow's hierarchy of needs. Herzberg conducted a widely reported motivational study following the Maslow's model using 203 accountants and engineers employed by firms in and around Pittsburgh, Pennsylvania USA which he tagged "what do people want from their jobs?" Herzberg (1967) argued that an individual's relationship to his work is a basic one and that his attitude to his work can determine his success or failure. Subjects were required to relate times when they felt good or bad with their present job or any other previous job. Their responses were generally consistent and showed that there were two different sets of factors affecting motivation and work.

Consequently, Herzberg came out with the Two-Factor theory. He categorised the responses and concluded that people who felt good about their jobs were different significantly from those who felt bad. Herzberg was certain that two different dimensions account for an employee's behavior at work. Firstly, the hygiene factors which involve the presence of motivation or absence of motivation and occupational experience (maintenance factors). These factors include salary, interpersonal relationships with supervisors, peers and subordinates, working conditions, company policy and administration, status, and supervision. When these factors are good motivation is removed. These factors have been briefly described as follows:

Salary: At the end of the day, it is the salary that matters to the worker. If the salary is not motivating, it can lead to low motivation.

Interpersonal Relationship: This is in two ways- interpersonal relationship with supervisor and interpersonal relationship with co- workers. Both relationships need to be mutual and cordial to promote productivity in any organisation.

Working Conditions: This refers to the place and physical attributes of the work place. It also includes the materials available to make the work easier.

Company Policy & Administration: This refers to the rules, regulations and action plans formulated to guide and govern the activities of the members of an organisation. The climates of the organisation and communication styles are also involved here.

Status: This refers to the manner in which society perceives the job in context.

Supervision: It refers to manner in which the leadership of an organisation oversees the activities of the subordinates within an organisation.

The other dimension is motivating factors. These factors actually motivate people and influence j motivation and occupational experience. Motivators are high level needs and they include achievement, recognition, work itself, responsibility, advancement or opportunity for growth. When these factors are absent, workers are neutral toward work. Hygiene factors concentrate on the area of demotivation, while motivators focus on motivation and occupational experience. Herzberg indicated that the opposite of “motivation” is "no motivation” and the opposite of “demotivation” is “no motivation” (Robbins, 1988).

Motivating factors have been briefly described as follows:

Achievement: It refers to the potential of an individual to tackle any sort of problem related to work. This means that a person has the capacity to work effectively.

Recognition: Recognition is the praise and appreciation a person gets from his supervisor or colleagues after a hard or excellent job done.

The Work Itself: The work itself refers to the actual job description or responsibilities in work.

Advancement: This refers to opportunity for employees to get promoted to the next level of the job in an organisation.

2.1.1 Application of the Herzberg's Two Factor Theory of Motivation to the study

The researcher chose Herzberg's two-factor theory because it is widely accepted and is one of the most commonly used theories of motivation. Herzberg's theory has had a major impact on the concept of motivation and is regarded as one of the best known motivation and motivational theories among practitioners and managers alike. It provided many studies in cross-cultural situations, such as a study done among hotel workers in Brazil (Sledge et al, 2008); a study on employee motivation with Japanese affiliated companies in Korea (Isogamy and Park, 2006) and within sales and management Burl (1987); just to mention a few. What these empirical studies also indicate is that the two-factor theory is diverse, and it does not just focus on one category of workers, or one area or culture.

This theory also helped the researcher to construct her research objectives and research questions which guide the study. Through the theory, the researcher got to the factors that influence motivation and demotivation and this helped her to recommend strategies that can help improve the motivation and occupational experience of teachers in the Jirapa Municipality.

2.2 Meaning of Education

According to Peter (2002), there is no precise and concise way of defining the term education. This is because different scholars define the same term differently. To him, apart from

a dictionary definition which attaches little practical value to the meaning of a term or word, the meaning assigned to a word is a belief, not an absolute fact. Thus, the definition used for the term depends on the indicators that individuals want to measure and the purpose for which they want education to be used. Irrespective of the definitions given to the term, certain features are visible in them thus, "teaching and learning".

UNESCO (1975) says that education is any medium of interaction that is planned and is sustainable to promote learning. The type of learning that takes place should be able to develop the skill of persons such that they can manage their own resources and lives in a way that they can determine what their future should look like. In the view of UNESCO, education means a medium of promoting learning. Its view is similar to the one given by Schultz because learning and the acquisition of skills and knowledge are the same. This study totally supports this view in the sense that it ascertains the effects of teachers' motivation on their occupational in senior high schools in Ghana.

In the view of Schultz (1971) education means bringing out of a person something prospective or latent so that he can be developed socially and morally to make him not only become sensitive to his individual and social choices but also react them. The instructions that the individual obtains from education train to him to acquire certain talents and become disciplined in society. It can be deduced from Schultz's exposition that education puts persons in the right frame of mind and behaviour to fit into any environment he or she may find herself. From Schultz, education means the bringing out the ability in a person that develops him or her morally and socially in society. His view is similar the opinion of Rosado who concentrates on the moral, mental and social facilities development of humans in society. This study advances this view

because it assesses the effects of teachers' motivation on their occupational in senior high schools in Ghana which concerns the development of humans morally, spiritually and socially.

Rosado (2000: p.5) on the other hand, defines education as “harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service. These definitions consider cognitive and psychomotor development of personality as the focal point of education”. In the opinion of Rosado (2000), education is the development of physical, moral, mental and social facilities and his view is similar to that of Schultz (1971) but he concentrates on the domains of education and development of human beings which this study seriously supports because the school feeding programme encourages human capital development and its influence on the teacher occupational experience.

Education is explained as the deliberate transmission of accumulated knowledge, skills, culture and value of a society from one generation to another (Schultz, 1971). In the view of Schultz (1971), education is imparting of knowledge, skills, culture and values of society from one group of people to the other. This study supports this view because it ascertains the effects of teachers' motivation on their occupational in senior high schools in Ghana which equally concerns the transmission of knowledge, skills and values to the young generation.

Fingerland and Saha, (1989), education is the transfer of cultural value and normative heritage from generation to generation in a formal way which is therefore paramount for societal development. The training of individual to acquire knowledge, skills, culture and values of a society should therefore, be systematic and life-long procedure. The view of Fingerland et al is in the same line with Schultz and Rosado who also opine that education is the transmission of skills, knowledge and values for human development from generation to another towards societal

development but their fails to include spiritual and physical values. This study supports this view and advances the effects of teachers' motivation on their occupational in senior high schools in Ghana and finding strategies to make teacher motivation an effective one in Ghana.

Smith (1976) seeing education as a total development in individual's life simply explained the terminology as, all sort of improvements in addition to transfer of knowledge and skills. The opinion of Smith on education means that it is the holistic development of the individual through transmission of knowledge and skills. His view is in line with the view of Schultz and Rosado who also see education as the means of developing the individual through the transmission of skills and knowledge. This study supports this view and therefore advances the effects of teachers' motivation on their occupational in senior high schools in Ghana.

In the view of Thomson (1981), the meaning of education and its importance transcends societal boundaries to include national and international spheres. Education is a preparation of life and to a large extent a process of accumulating knowledge for later application in local communities and nations. In the view of Thomson, education means a preparation of life and accumulating knowledge for solving real life problems in society. His view is also similar to that of Schultz and Fingerland et al because they also view education as the transmission of knowledge for societal development. This study corroborates with the view of Thomson on their understanding on the concept of education and therefore advances the effects of teachers' motivation on their occupational in senior high schools in Ghana.

Making inferences from the above opinions of the various scholar on the meaning of education, education could be seen as the process of teaching and learning which lead to utilization of resources for acquisition of knowledge and skill that bring about desirable transformation in

individual's life for his personal development and that of the society. Also, the term education could be understood better if it is considered in terms of its types.

2.2.1 Types of Education

Education or learning of any kind, depending on its nature, can broadly be categorized into three (3) groups namely; Formal, Informal and Non-formal. In the perception of Coombs (1973), Formal education is “the hierarchically structured, chronologically graded educational system running from primary school through the university”. It includes what is taught in school within a certain time frame using curricula and syllabi. From Coombs, education can be categorized into three groups which includes formal, informal and non-formal. This study supports the view of Coombs in the sense that education in the secondary schools in Ghana is formal education which is taught within a certain time frame and using curricula and syllabi.

Kleis et al. (1973) who associate themselves with the explanation of Informal Education said that this type of education is not organized and concerns itself with cultural transmission or everyday events which are passed onto the younger generations by the elders of the society. It includes all forms of non-school experiences and those on the job. Kleris et al only see education in form because he focuses on informal education as the major and broad categorization of education. His view is different from Coombs in the sense that Coombs talks about three forms of education but similar because he includes informal education which has been emphasized by Kleris. This study does support thus view because it concerns only formal education in the secondary schools in Ghana.

Non-formal Education exists at any environment in which there is deliberate attempt to provide a methodical content of knowledge according to the desire and aspirations of the learner.

It occurs outside the school environment. A typical example of this form of education is adult literacy programme. Apart from absence of application of curriculum and syllabi for organization of education of this sort, there is also, minimisation of other elements associated with formal system of education namely; roll calls, enforcement of discipline, report writing, supervision among other things (Kleis et al. 1973). His view is different from Coombs in the sense that Coombs talks about three forms of education but similar because he includes non-formal education which has been emphasized by Kleris. This study does support this view because it concerns only formal education in the secondary schools in Ghana. The concern of this research is limited to the formal type of education since it is the line along which secondary education is organized in Ghana.

2.2.2 Quality Education

There is no universally accepted definition given to the term Quality Education by educators. This is because of absence of standard methods of measuring progress or problems in education to determine whether it is of high or low quality. Nonetheless, the ability to read and write or better still understand issues quantitatively are considered as indicators of assessing achievement in education (UNESCO, 2005; Watkins, 2000).

To begin with, the World Declaration on Education echoed the significance of quality education to make it universally accessible and relevant. According to this declaration, access to quality education is a right to every child and that quality is a significant factor that determines enrolment, retention and achievement. The broad definition of quality education include the following traits, “the learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation)” (UNESCO, 2005). The limitation of this definition is that it has not given any indication of measuring the characteristics mentioned especially at the basic school level.

In a related development, Adams (1998 cited in Chapman and Adams, 2002) went further to include examination in his definition of quality education. He explains quality education in terms of “inputs, processes, outputs and outcomes”. The inputs have to deal with the quantum of teachers, teacher training and textbooks while the processes are related to the duration of the instructional period and active learning and outputs involve measurement of performances (examination marks and the rate of grading). The last component which is outcome concerns the ability of individuals to use the knowledge and skills acquired to secure employment which has the potential of poverty reduction. Adams also sees quality education as attainment of specific benchmark and aims and that quality of education depends on the reputation of an institution in the programme that it pursues and the influence that the method of schooling has to bring about changes in knowledge acquisition, attitude, values and behaviour as well as ideological acquisition and usage of learning. In the view of Adam, quality education concerns the improvement in the inputs, processes, outputs and outcomes of education. This study supports this view because the teacher occupational experience in Ghana concerns the improvement in the inputs, processes and outcomes of education and therefore advances the effects of motivation of teacher on the occupational experience of teachers.

Similarly Jansen (1995: p.195) asserts that, “quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through in-depth qualitative investigations of such processes”. Jansen sees quality education in terms of teaching, learning, testing, managing and resourcing qualitative investigations of these processes. His view is similar to that of Adam because he talks of these processes mentioned by Jansen. This study also supports this view because the study concerns the improvement of teaching, learning, managing performance of learners in the secondary schools in Ghana.

UNICEF's (2000) definition on quality education touches on five key areas namely; healthy learners, healthy environment, content, process and outcome. Dilating on these elements, UNICEF emphasised that; learners should be properly catered for and supported by their parents or guardians and members of their communities in order to actively take part in learning and the learning environment should not only provide maximum facilities for learning but also should be a safer and a protective place for both teachers and learners irrespective of their gender. This study supports this view and therefore advances the effects of teachers' motivation on their occupational in senior high schools in Ghana.

It is worth noting that definitions on quality education change according to the composition of major players and the growth pattern of the educational system. At no point in time will all the stakeholders unanimously agree on the components or determinants, measurement and sustainability of quality education (Chapman and Adams 2002).

Based on the above definitions or explanations and for the purpose of this research, the working definition used for quality education is, the application of resources and the creation of a conducive platform for teaching and learning to develop the brain of individuals and to equip them with the necessary tools to actively participate in decision making for the realization of their reputation and progress in life as well as societal and national goals.

2.2.3 Importance of Education

Education is defined by UNICEF (2000) as any act or experience that forms the mind, character or physical ability of an individual. It is helping someone learn how to think and how to solve problems. That is, as people see training as given fish to someone, education on the other hand teaches one to fish.

Armstrong (2006), defined education as the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity. Thus, the Global Partnership for Education remarked that Education is more than reading, writing, and arithmetic. To them “Education is one of the most important investments a country can make in its people and its future and is critical to reducing poverty and inequality”. To confirm the above statements, one can conveniently say that girls and boys, who learn to read, write and count will provide a better future for their families and countries. With improved education, many areas are affected positively. Thus education has the power to make the world a better place.

Education is therefore, essential for everyone because it is indispensable part of life both personally and socially. The importance of education is undeniable due to its positive effect on human life and people need to study because it is one of the means that can help people gain knowledge and enlarge their view over the world. Apparently, people may become more useful and civilized if they are better educated (Armstrong, 2006). Thus, when one cast his/her eyes around, one can see the vast difference between residential areas where the people are educated and that of areas where the people are illiterate. In comparing developed countries to underdeveloped countries one can easily understand the importance of education (Armstrong, 2006).

Without education, one can imagine how life would have been. Education plays important role in our society. Human civilization strives on education. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. The technology we see nowadays which had resulted in the invention of equipment and other devices are the results of education. Countries with high rate of education have gone high in

technology and countries with low rate of education rely on the developed ones for their technology. The main social objective of education is to complete the socialization process. The family gets the child, but the modern family tends to leave much undone in the socialization process. The school and other institutions have come into being in place of family to complete the socialization process (Armstrong, 2006).

Consequently, every child should be given the opportunity to learn and study because, the development of a country depends vastly on the standard of education and countries must do everything possible to improve its educational systems. Education gives people critical skills and tools to help them provide better for themselves and their families (Armstrong, 2006).

Again, it helps people work better and can create opportunities for sustainable and viable economic growth now and into the future. Further, education helps fight the spread of HIV/AIDS and other diseases, reduces mother and child mortality and helps improve health. Education is very necessary for all of us and its implication and importance can be seen in every field of our life. Nations who gave importance to education in every field or sector in the country are ruling now. Have you ever thought why the 3rd world countries are suffering from poverty, unemployment and lower life standards? If not, think now (Armstrong, 2006).

They are suffering because they have not invested in their educational infrastructure. It is often said that, 'Knowledge is power'. Although there has always been a debate on this matter, the importance of education cannot be denied. The information we are constantly bombarded with, cannot be converted into knowledge without the catalyst called education. In an economy where knowledge is the most valuable commodity a person and a country have to offer, the best jobs will go to the best educated – whether they live in the United States or India or China (Obama, 2009).

Thus, the importance of education is clearly emphasized through President Barack Obama's address. He clearly stated that education is extremely crucial for holding a good job and for making a flourishing career. On an average, educated people have more meaningful and interesting jobs than those held by uneducated people. They are usually in a position to make decisions at work. This results in higher motivation and occupational experience which leads to a better quality of life (Obama, 2009).

Education helps us with many things, but most importantly, it empowers an individual to think, question, and see beyond the obvious. Human beings are born with a natural tendency to question. Education is the best way to satiate our curiosity, without extinguishing the burning desire to learn and explore more. Based on these scholars views about the importance of education show that indeed education brings human development, jobs and societal change in terms of skills and attitude and this study supports these that education is important and advances the influence of teacher motivation on the occupational experience of teachers in senior high schools in Ghana.

2.3 Concepts of Motivation

Golembiewski (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal. In the view of Golembiewski, motivation is the degree of readiness to achieve planned goals. This study supports this view because it ascertains the effects of motivation on the occupational experience of teachers.

Hoy and Miskel (1987), see employee motivation as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. From the psychology literature there is a general consensus that motivation is an 'internal state' or condition (sometimes described as a need, desire, or want) that

serves to activate or energize behaviour (individual or organisational) and give it direction. The opinion of Hoy et al on the meaning of motivation focus on the drives needs and tension to achieve personal goals. The view of Hoy et al is similar to the one given by Golembiewski because they mentioned the achievement of goals but differ in the kinds of goals to be achieved because the former focused on designated goals but the later focused on the achievement of personal goals. This study supports this view given Hoy because it is about the influence of motivation on the occupational experience of teachers.

According to Porters (1991), motivation is a highly complex issue that influences and is influenced by a large number of factors in the organizational environment. The force in man which drives him/her to do work is simply motivation. In the view of Porters, motivation is the drive for man to do his work. This view is corroborates the one given by Hoy because it also focused on the drives to achieve personal goals but their views differ in the sense that Hoy talk about the achievement of personal goals but Porters focus on the execution of work. This study supports this view because it assesses the effects of motivation on the occupational experience of teachers.

Bassy (2002) says motivation is a drive within the individual necessary to direct that person's actions and behaviours towards the achievement of some goals and focuses on the fulfillment of certain needs and expectations. In the view of Bassy, motivation is the drive within an individual towards the achievement of some goals and the fulfillment of certain needs and expectations. The opinion of Bassy corroborates with Hoy because they both talked about the drives to achieve goals but their views differ in the sense that Bassy added achievement of certain needs and expectations which Hoy never mentioned in their view on the meaning of motivation. This study supports this view because it focuses on the influence of motivation on the occupational experience or performance of teachers in senior high schools in Ghana.

Mathis and Jackson (1982) sees the concept as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In the opinion of Mathis, motivation is the complex forces, drives, needs and tensions or mechanisms directed towards the achievement of personal goals. The view of Mathis is the same as the one given by Hoy who also mentioned drives, needs, tensions and forces to achieve personal goals. This study supports this view because it concerns the influence of motivation on the occupational experience of teachers in senior high schools in Ghana.

In an organizational setting motivation deals with anything that causes an employee to exert great effort on his/her job. To this extend Rue and Byars (2001) describe motivation as the urge that comes from the employee. As such an organization may give its workers gold yet workers may still not perform. The answer is not far from reach but it is found in whether there is any drive on their job. Thus, this study corroborates this view given by Rue in the sense it focuses on the effects of motivation on the occupational experience of teachers in senior high schools in Ghana.

Thus Molander (1996) looks at motivation as an individual's willingness to put efforts into his/her work and on the amount of efforts which are made in order to obtain incentives or a special form of incentives. Molander posits that motivation is the willingness to put efforts to achieve certain incentives at the work place. This view is different from Hoy, Rue and Bassy in the sense that these scholars never mentioned the achievement of incentives as the drive for motivation. This study equally supports this view given by Molander because it is about the extent to which motivation influences the occupational experience of teachers in Ghana.

Commonwealth of Learning (2003), defines motivation as "the force within a person that establishes the level, direction and persistence of effort expended at work" (p.45). They go on

further to explain level as the amount of effort or intensity we put into the job, direction as choice of where to put our effort and persistence referring to stamina or how long we are able to maintain our effort. The view of the Commonwealth learning sees motivation as the inner force of an individual that is put into the work. This study supports view it talks about the improving the working of effort of teachers in the senior high schools to achieve desired academic goals.

Campbell and Pritchard, (1976), motivation looks at a set of independent/dependent variable relationships that explains the direction, amplitude and persistence of an individual's behaviours holding constant the efforts of aptitude skill and understanding of the task and the constraints operating in the environment. In the view of Campbell and Pritchard, motivation is an independent or dependent variable that explains the direction and persistence of an individual behaviour and efforts on aptitude skills and understanding of the work or task.

2.3.1 Types of motivation

Sansone C and Harackiewicz J M., (2009) in their book 'Intrinsic and Extrinsic Motivation'- the search for optimal Motivation and performance indicated that motivation can be categorized into extrinsic and intrinsic types of motivation.

Extrinsic motivation

Extrinsic motivation is caused by the expectation of external sanctions to their own behavior. It is expected to achieve a reward or avoidance of punishment or of any potential unintended consequences (Bassy, 2002). In other words, the conduct is instrumental: it becomes a means to an end. For example, by obtaining an economic, social or psychological reward (a bonus, the approval of their peers or recognition of your supervisor) or it can be taken to avoid unpleasant consequences (the refusal of a salary increase, the rejection of others, or loss of confidence by his

boss). Extrinsic motivation depends on another, other than the acting individual (Bassy, 2002). That one can perceive a behavior, or you can evaluate it according to their standards. And also has the option of providing or not the rewards or punishments. Thus there is no guarantee that the conduct which the individual believes will lead right to the goal that promoted such behavior. Extrinsically motivated behavior arises from incentive motivation and consequences that is contingent on the observed behavior.

Intrinsic motivation

According to Green (2009), employees are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen. Managers can motivate employees by setting in motion the conditions required for motivation, namely; confidence, trust, motivation and creating an environment that reinforces those conditions. Green recognizes three of Herzberg's motivators as being crucial in motivating people (Bassy, 2002). These are recognition, interesting work and responsibility. He says, over and above monetary reward, what people crave is praise. They need assurance that their efforts are known, valued and appreciated.

Sometimes all it takes to satisfy this deep desire is a sincere "well done", preferably delivered in front of their peers. Making people work interesting means driving away boredom because it's a great de-motivator. Make their work meaningful and you will spur them to realize their own highest potential. Intrinsic motivation is caused by the gratification derived from implementing the individual's own behavior (Bassy, 2002). The behaviour is expressive: it is both means and end. The realization, for example, is a challenging job for which you have the skills, means that the activity is in itself motivating. With intrinsically motivated behavior, the motivation comes from internal needs and the motivation provides spontaneous activity (Bassy, 2002). The intrinsic motivation by contrast, dispenses with any externality (Self-sufficient). Therefore, the

emerging theories of motivation emphasize the importance and potential of intrinsic motivation without reinforcing means to the role of the external sanctions.

According to Mustafa and Othman (2010) when there is intrinsic and extrinsic motivation, teachers can always think positively, be innovative, and try to use new methods in teaching and learning. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome (Ryan & Deci, 2000). It can have an immediate and powerful effect, but it will not necessarily last long even though, the anticipated pleasure continue to be a motivator even when the task to be done holds little or no interest (Armstrong 2010).

Aacha (2010) reported that the effects of monetary and non-monetary rewards on motivation of teachers are enormous with professional allowances having great significance in motivating teachers to do their work effectively. Mensah (2011) made the assertion that money remains the most significant motivational strategy. NIEE (2004) in agreement to this indicated that teachers may be compensated through food, training, or special assistance such as shelter, transport but if they are not paid well they will not teach regularly. In agreement to this assertion, Armstrong (2010) indicated that extrinsic motivators can have an immediate and powerful effect on performance.

The five factors that keep teachers motivated according to Nyarko (2010), are: sufficient salary so that financial problems at home will be reduced; a more conducive room suitable for best teaching-learning outcomes; administrators keenness on the professional growth of the teachers, that who qualified for the next higher position should not be deprived of such privilege. The rest are, teachers should be allowed to participate in seminars and workshops so that they will have a

change of environment and always maintain a harmonious relationship and make sure that all the teachers are properly motivated and encouraged from time to time.

Ampofo (2012) reported that extrinsic motivation such as lack of accommodation, inadequate teaching and learning materials, poor supervision by heads of Senior High Schools are the main causes of poor performance of teachers. This notwithstanding, Bishay (1996) made it clear that monetary incentives have been found to be unsuccessful in increasing motivation. However, if compensation is irregular or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilize the education system and decreases teacher absenteeism and turnover (International Network for Education in Emergencies, 2004).

Intrinsic motivation on the other hand is a motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grade (Wigfield et al, 2004). Dozier (2011) defined motivation as the internalized drive that is more dominant in an individual at a given moment. She argued that there is no way that a person can be motivated by another person. The only thing that a person can do to help a non-motivated individual is to be in a position to create an environment that is conducive enough to aid in that person's realization of oneself by making a personal choice to respond to the inner motivation (Rabey, 2001).

Intrinsic motivation such as, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance, Bainbridge (2013) posits that intrinsic rewards such as recognition has the potential to create role models and communicates the standards of best professional practices. Intrinsic motivation brings about great performance (Aacha, 2010).

Ryan and Deci (2000) rather define intrinsic motivation as a situation whereby people undertake an activity for its inherent motivations rather than for some separable consequence and in another sense they argued that intrinsic motivation exists in the relation between individuals and activities. The lower self-esteem of teachers which is caused by their work and living environment, housing problems and others is generally de-motivating (Bennell, 2004) and it is also true that the absence of High pay scale, regularity of pay, in-service training programmes, P.T.A facilities, residence for teachers in the school locality are a reason for poor motivation but the presence of these does not guarantee motivation (Herzberg, 1964). For this reason, Aacha (2010) emphasised that, for employees to perform and have better results, a token of appreciation can go a long way to motivate them.

In summary, extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life', are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside. Thus, in the views of these scholars, the types of motivation include intrinsic motivation, extrinsic motivation, money and non-money rewards and allowances. This study supports these views because motivation of teachers in the senior high schools in Ghana includes these types of motivation enumerated by these scholars above.

2.3.2 Motivational Process

Steers and Porter (1975) belief that the basic building blocks of any generalized model of motivation are; Behaviour, Goals, and some form of feedback. As by Bassy (2002) the motivational process is not as simple and straightforward as it appears. In the view of Porters etal, the processes of motivation involve behavior, goals, and feedback.

Lussier (2005) defines motivation as "the internal process leading to behaviours to satisfy needs" (p.12). According to Lussier people go through a process to meet a need and it is as follows: Need → Motive → Behaviours → Motivation or Demotivation. He goes on to say that our needs gives us a drive which is motive, our acquisition and usage of a need leads to a behaviour and the feel we are finally motivated or demotivated. Thus, every behaviour is motivated by a need and while motives are difficult to observe behaviours may be observed to infer motive. In the view of Lussier, the processes involve in motivation are need, motive, behaviours, motivation or demotivation. The view of Lussier on the motivation processes is different from the one given by Porter etal but they both agreed on the use of behaviour as one of the processes of motivation.

Baron (1983) confirms that motives may be multiple and cannot directly be observed and therefore need to deduce them exist. Motives may also change over time and conflict with each other. One should also be quick to add that the selection of certain motives over others as well as the intensity, with which such motives are pursued, may differ from person to person (Porter & Steers, 1991). In sum understanding needs helps one to understand behaviours.

Porter and Steers (1991) adds to the model by assuming that individuals hold a number of needs, desires, and expectations in varying strengths. Based on these needs and expectations, people act or behave in a certain way that they believe will lead to the desired goal. They go on to say that the individual is thereby provided with a feedback about the impact of his/her behaviours. That in turn may induce the individual to alter his/her present behaviours, or may reassure the individual that his/her current way of acting is correct and may confirm the person in pursuing this course of action.

In a nutshell, the processes of motivation as outlined by these scholars include needs, motive, behaviour, motivation and demotivation as well as feedback. This study supports these views given by the various scholars on the processes of motivation because it ascertains the effects of motivation on the occupational experience of teachers. This focuses on the processes of motivation given by Lussier because the study ascertains the influence of motivation on their occupational experience.

2.3.3 Factors that influence motivation

Leonard. (1995; cited by Huitt, 2001 :) proposition of five factors as sources of information of motivation was based on Maslow's hierarchy of needs model. They include: (i) Instrumental Motivation (rewards and punishers); (ii) Intrinsic Process Motivation (enjoyment, fun); (iii) Goal Internalization (self-determined values and goals); (iv) Internal Self-Concept based Motivation (matching behaviour with internally developed ideal self); and (v) External Self Concept-based Motivation (matching behaviour with externally developed ideal self). The reality in practice is that individuals are influenced by all five factors, though in varying degrees that can change in specific situations. Factors one and five are both externally oriented, while Factors two, three, and four are more internally-oriented.

Herzberg. (1959) further identify motivating factors as those factors that make workers work harder and argue that those factors are associated with job context or what people actually do in their work and classify them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. In their view, the opposite of 'demotivation' is not 'motivation' but 'no demotivation'. Implying that that both 'hygiene factors'

and ‘motivators’ are important but in different ways (Naylor 1999). Thus, the application of these concepts to educational working environment could be understood as follows: if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective should be focused.

2.3.4 Theories of motivation

Since F. W. Taylor the father of scientific management attempted a study on compensation and reward systems in relation to productivity in the early parts of 1900, the discipline has continued to gain tremendous attention till date. There have since been various theories that attempt an explanation of the behaviours of employees in organizations. About eight (8) of them will be used to facilitate an understanding of motivation. Four (4) content theories consisting of: Maslow’s hierarchy of needs, Herzberg’s two-factor theory, Clayton Alderfer’s ERG theory, McClelland’s Trichotomy of needs theory shall be reviewed. Four (4) process theories including Vroom’s expectancy theory, Adams’ equity theory, Skinner’s reinforcement theory and theory x and y shall also be considered too.

Maslow’s Theory

Abraham Maslow was a psychologist who studied human motivation and concluded that individual employees can be motivated by a variety of needs to perform. He also added that money could directly or indirectly satisfy some employee needs (Rue and Byars, 2001). Some four assumptions may underlie Maslow’s theory. That; people’s needs are arranged in order of importance (hierarchy), going from basic or lower needs (physiological) to complex or higher needs - self-actualization, once a need is met, the need in question no longer motivates and the worker will go looking for other needs that motivates, people will not be motivated to satisfy a

higher-level need unless a lower-level need has been at least minimally motivated and people have five (5) classifications of needs.

Cole (1996) lists the five levels as follows; physiological needs which are basic needs of life like food, shelter, water, clothing etc. organizations may meet this need by adequate salary, breaks and conditions of service, safety and security needs which protect the employee from any threat or danger that include safe working conditions, job security, fringe benefits. These can be realized through safe working conditions, comfortable surroundings, obnoxious organizational policies, nepotism and favoritism, social needs where individuals seek love, affection, friendship and belongingness by associating with others, teamwork, socialization opportunities in the organization, self-esteem needs for recognition and respect from others, status, ego, self-confidence, prestige etc achieved in organization through promotions, awards, challenging task, titles and merit pay rise just but a few and self-actualization needs is the highest where an employee seeks growth, through promotions, higher responsibility, scholarships and education and training, etc.

Maslow (1954) represented these levels in a pyramidal structure, thus hierarchy as below. Even though it is by far the most widely known and referred theory, Maslow's theory of motivation is not without criticism. First there are needs other than identified by Maslow, for instance spiritual needs.

Second, employees' needs and order of importance may vary from person to person and according to cultural distinctions. An example is that some people will rank spirituality as a higher order need and another a lower order need. Again, most Ghanaians place social needs before others. There is therefore no logical order of needs as Maslow has chosen to rank.

Third, it is important to note that under different situations a person's need could move back and forth. For example difficult economic times can influence physiological needs while higher order needs could be influenced by good economic conditions.

Furthermore, needs do not necessarily follow a sequence as suggested by Maslow. There is little evidence to support the fact that people are motivated to satisfy exclusively one level of need at a time. It is also not always the case that a need should be motivated to work before another one emerges. It is very possible to be motivated by physical need and social need concurrently, just as one could have need for social and esteem needs. Steers and Porter (1975) argue that individual possess in varying strength, at the same time, a variety of needs. For example an individual could have a high need for income and strong desire for affection at the same time. Also, by reason of our individual differences, two people may have the same need but could use different methods to satisfy the need (Dickson 2007).

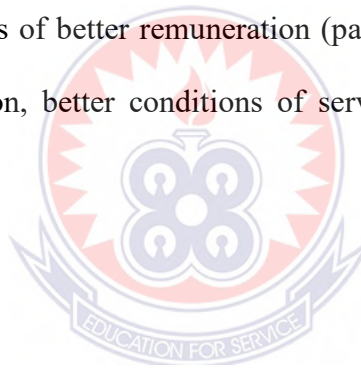
Thus, the view of Abraham on the theory of motivation enumerated the types of needs that influence motivation but the one that this study supports is the self-actualization needs where teachers seek growth through promotion, higher responsibility, scholarships and education and training.

Alderfer's Erg Theory

Cole (1996) also indicates that other researchers especially the most current, Alderfer, argued that individual needs were explained as being on a continuum rather than a hierarchy. Alderfer considered that people were more likely to move up and down the continuum in satisfying needs at different levels. Cole, however, concluded by stating that the theory made a considerable influence on developments in management theory during the 1990s/60s due partly to its simplicity and partly to the identification of higher level needs. He stated that the theory has provided a useful

framework for the discussion of the variety of needs that people may experience at work, and the ways in which their motivation can be met by managers.

This collapsed version of Maslow regroups physiological and safety needs as existence needs. The second, relatedness needs is similar to Maslow's belongingness and self-esteem needs. Finally an Alderfer growth need represents Maslow's self-actualization and some esteem needs. To sum up, considering the needs hierarchy and ERG theories in relation to the teaching profession, one can argue that teachers require better (adequate) pay (salaries), better conditions of service, better level of recognition, good interpersonal relationship with their superiors and colleagues for them to achieve self-actualization needs. The implication of this theory to the study is that, if teacher's needs in terms of better remuneration (pay), better recognition, existence of better opportunities for promotion, better conditions of service are met, then they would be motivated to perform.



Herzberg's Two-Factor Theory

Frederick Herzberg's (1957) motivation theory is another popular and widely used theory. The theory identifies two factors – motivator and hygiene factors and that these factors must synchronize to avail motivation. According to Appleby (1994), Herzberg's presentation of his two-factor theory of motivation ignited an elaboration of the differences between higher and lower needs. Besides, the outcomes related to motivation rather than productivity. The theory shows that factors which create motivation are those stemming from the intrinsic content of a job as in recognition and responsibility, challenges which satisfy higher needs. Herzberg indicated that factors which create demotivation (hygiene factors) stem from the extrinsic job context like

working conditions, pay, and supervision) which satisfy lower needs. Cole (2002) associates motivators with the job while hygiene with the environment.

Bassy (2002) also indicates that the theory categorized motivation into broad factors namely: motivators or intrinsic factors which provide or produce motivation and hygiene or extrinsic factors which produce low occupational experience. The key distinction between motivators and hygiene factors is that whereas motivators can bring about positive motivation, the hygiene factor only prevents demotivation. That is if motivators are absent from the job, the employee is likely to experience real demotivation however, even if hygiene factors are provided for, they will not in themselves bring about substantial occupational experience (Cole, 1999).

There are some flaws in Herzberg's theory. One criticism is that Herzberg's theory omitted other behavioural criteria such as performance, absenteeism and labour turnover. Another is that he only concentrated on motivation and demotivation (Appleby, 19994). Supporting Appleby's position, Cole (1996) indicates that some social scientists less received Herzberg's theory on the ground of doubts about: their applicability to non-professional groups and his use of the concept of occupational experience, which they argued is not the same thing as motivation.

Cole however, continued to indicate that researchers since Herzberg's studies have generally agreed that extrinsic and intrinsic factors do contribute to motivation. Relating this theory to the study, the educational administrator's recognition of teachers as a motivator – is directly related to their occupational experience and not low occupational experience. This means teachers will be motivated as a result of recognition and timely promotion. Other factors such as better pay, better conditions of service, good interpersonal relationship with superiors to mention

a few, and will enhance teacher motivation. This is because if such needs are not met in the working environment; teachers will be demotivated and may contribute low performance.

Acquired Needs Theory

In the 1940s one psychologist by name David McClelland came up with the Thematic Appreciation Test (TAT) which was a picture appreciation used to measure human needs. McClelland furtherance and summary of the needs theories is presented in Lussier (2005) as follows.

McClelland is cited by Lussier (2005) as saying that needs are based on personality and are developed as people interact with the environment. Through his research McClelland believes that people possess the need for achievement, power and affiliation. People with a high n-Ach tend to be characterized as wanting to take personal responsibility for solving problems. They are also goal oriented, seek challenge/ excellence, works hard, desire feedback, take moderate risk and individualistic.

A high n-Pow person tends to depict willingness to confront others, wanting to control the situation and they like to compete where they can win. People with a high n-Aff seek close relationship with others and want to be liked by other etc. Thus, based on the various views of the scholars above on the theories of motivation posit a lot of theories the depict motivation and how it influences workers in the organization. The theories that this study supports are the Abraham Maslow theory of motivation and the Herzberg's Two-Factor Theory of motivation which serves as the foundational theory of this study.

2.3.5 Factors to consider when designing motivational policies for teachers

According to the Motivation Policy for Teachers of Ghana Senior High School – Koforidua (2005)', teachers motivational policies will be considered by the following factor:

1. Concerns of the parents teachers association (PTA)

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

2. Teacher performance

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

3. The nature of the teachers' job

One motivator for employees is a feeling that the job itself is worthwhile. According to Dr. Sunil Ramlall in his article "A Review of Employee Motivation Theories and their Implications for Employee Retentions with Organization", these employees feel personally responsible for their work and believe that is a meaningful job. Employees who take personal responsibility for their work and believe that it is making a positive impact will strive hard to perform very well, leading to employee loyalty and improved productivity.

4. Work Environment of the Teacher

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

5. Public Recognition

Sandy Smith, in "Motivating Employees in Tough Times," points out the importance of recognizing employees who work daily to live out the values of a company. Employees like to receive acknowledgment and praise from managers of a job well done. Companies that make public recognition a part of their normal protocol will create an environment for employees to perform well. Praise is an excellent motivator.

Thus, in the view of Motivation Policy for Teachers of Ghana Senior High School – Koforidua (2005), the factors one can consider in designing teachers motivation policies include concerns of the parents teachers association (PTA), teacher performance, the nature of the teachers' job, work Environment of the Teacher and public Recognition. This study supports the view of the Motivation Policy for Teachers in Ghana Senior High School-Koforidua it is about influence of motivation on the occupational experience of teachers and the ways of improving teachers' performance through motivation.

2.4 Concept of occupational experience

Many occupations recognize employees' experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Ranka & Chapparo, 1997). According to the *human capital* theory, occupational experience enhances individuals' skills, which positively affect both productivity on the job and subsequent wages (Becker, 1962).

Harris and Sass (2007) occupational experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. Ladd (2008) the underlying assumption is that occupational experience is a motivational factor that promotes effectiveness and performance in a work place.

Occupational experience is the ability to perceive, desire, recall, plan and carry out roles, routines, tasks and sub-tasks for the purpose of self-maintenance, productivity, leisure and rest in response to demands of the internal and/or external environment.

Occupational experience roles in an organisation

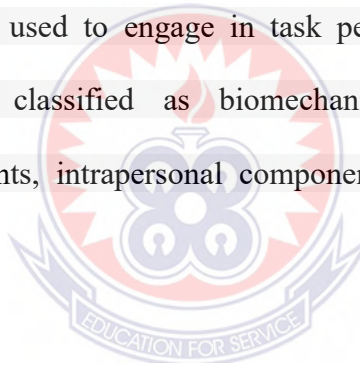
These are patterns of occupational behaviour composed of configurations of self-maintenance, productivity, leisure and rest occupations. Roles are determined by individual person-environment-performance relationships. They are established through need and/or choice and are modified with age, ability, experience, circumstance and time (Ranka & Chapparo, 1997).

2.4.1 Occupational experience areas

These are categories of routines, tasks and sub-tasks performed by people to fulfill the requirements of occupational performance roles. These categories include self-maintenance occupations, productivity/school occupations, leisure/play occupations and rest occupations. The classification of occupations into these categories is an idiosyncratic process.

2.4.2 Occupational experience components

These are the component attributes of the performer as well as the components of occupational tasks. The physical, sensory-motor, cognitive, and psychosocial dimensions of any task performed mirrors and prompts a person's various physical, sensory-motor, cognitive and psychosocial operations that are used to engage in task performance. These components of occupational performance are classified as biomechanical components, sensory-motor components, cognitive components, intrapersonal components and interpersonal components (Ranka & Chapparo, 1997).



2.4.3 Core elements of occupational experience

These are the body, mind and spirit. The Occupational Performance Model acknowledges that together these core elements of human existence form the human body, the human brain, the human mind, the human consciousness of self and the human awareness of the universe (Popper, 2000). Body Element: is defined as all of the tangible physical components of human structure. Mind Element: is defined as the core of our conscious and unconscious intellect that forms the basis of our ability to understand and reason. Spirit Element: is defined loosely as that aspect of humans which seeks a sense of harmony within self and between self, nature, others and in some cases an ultimate other; seeks an existing mystery to life; inner conviction; hope and meaning.

External environment: is an interactive sensory-physical-socio-cultural phenomenon within which occupational performance occurs. The interaction of these four dimensions creates further sub-dimensions such as political and economic environments that profoundly affect occupational performance. The occupational performance environment shapes the nature of occupational performance and is also modified by it. Physical Environment: refers to the natural and constructed surroundings of a person that form physical boundaries and contribute to shaping behaviour. Sensory Environment: refers to the sensory surroundings of a person. Sensory aspects of the environment give a person information about the physical-socio-cultural aspects of the environment and its survivability. Cultural Environment: refers to an organised structure composed of systems of values, beliefs, ideals and customs which contribute to the behavioural boundaries of a person or group of people. Social Environment: refers to an organised structure created by the patterns of relationships between people who function in a group which in turn contributes to establishing the boundaries of behaviour (Ranka & Chapparo, 1997).

2.4.5 Measurement of Occupational experience

Hatry (2010) defines occupational measurement as the "regular measurement of the results (outcomes) and efficiency of services or programs". The new element in this definition is the regular measurement of results or outcomes. Regular measurement of progress toward specified outcomes is a vital component of any effort at managing-for-results.

Before meeting head-on the complexity of a true; adequate and appropriate measure of teacher experience, it is important to put the concept in perspective. Occupational measurement is a quantitative assessment of the amounts of input and output resources used in a production cycle. Hatry (2010) defines performance measurement as the "regular measurement of the results

(outcomes) and efficiency of services or programs". The new element in this definition is the regular measurement of results or outcomes. Regular measurement of progress toward specified outcomes is a vital component of any effort at managing-for-results. Experience measurement is also important for purposes of accountability, social auditing, decision making and purposes of planning.

As already stated the researcher used students who complete an educational process at the pre-tertiary level as the output and therefore a reflection of the inputs in the cycle of production. In the first place this product or output must be measurable. Unlike physical products which are produced according to easily measurable set of national and international standards (ISO), this is difficult to achieve in a service industry like the GES (WAEC, 2018).

One difficulty in measuring performance in the GES is with regard to grading. The senior high school students' performance is graded according to the WASSCE set standards. The data in Table 1 comes with the following challenges. First, teachers use GES teaching syllabus in preparing pupils and students who are eventually assessed and certificated by WAEC based on her own syllabus. The difficulties here are in the meeting of the profile dimensions, specific objectives and testing for psychomotor skills, values and attitudes that develops a total pupil/student which the GES seek to attain (Hatry, 2010).

There is no gain saying that though several factors inform the performance level of the student, what numbers and quality of grades as well as conduct of the products (graduants) is tolerable remains a normative national issue. Emphatically, in terms of numbers, a hundred percent (100%) performance of a school at the WASSCE is the ideal expectation. Yet such plausible performance may not stand competition for placement. It is even more difficult assessing the positive impact of the students in question in society whereas it is often easier chronicling their

negativities. Hence measurement of occupational experience comes with relativities (WAEC, 2018).

2.5 Conceptual framework

For the phenomenon of motivation and its effects on performance to be studied empirically, there is the need for a conceptual framework that pulls together the concepts of motivation and organisational performance. The conceptual framework, as illustrate in figure 2.1 describes the underlying relationship. Motivation either intrinsic or extrinsic leads to occupational experience and performance and is influence by factors such as salaries, fringe benefits, responsibility, promotion in the organisation nature of work, recognition of work done, opportunity for advancement, working conditions, and relationships with superior and peers. The conceptual framework provides a foundation for focusing specific variables for the study. These variables are based on the literature reviewed on motivation and its effect on employee experience and performance. The conceptual framework of the study is shown in **Figure 2.1** below:

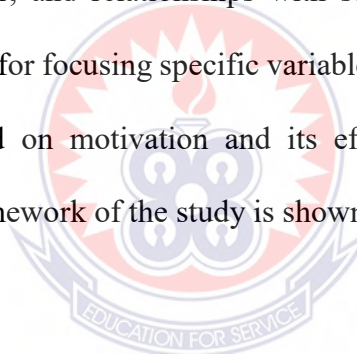
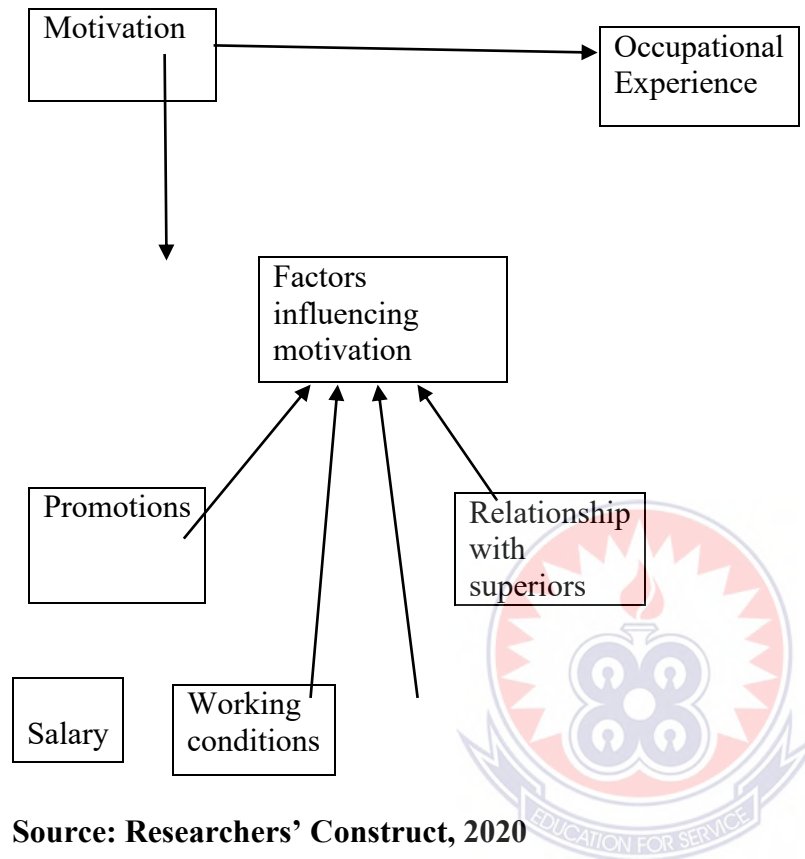


Figure 2.1 Conceptual framework explaining the relationship between motivation and occupational experience



Source: Researchers' Construct, 2020

From the above discussion, motivation the drive behind effort to satisfy needs can come from within or from external force (intrinsic and extrinsic) respectively. The need theorists” focuses on the question of what arouses, sustains and regulates goal directed behaviour that is what particular things motivate people and the process theorists” also emphasize on the process of motivation and importance of rewards. Performance and determinants of performance were discussed. Factors such as salaries, fringe benefits, responsibility, promotion in the organisation nature of work, recognition of work done; opportunity for advancement, working conditions, and

relationships with superior and peers motivates employees, and concluded with a conceptual framework of the study.

2.6 The influence of motivation on Occupational Experience of Teachers

In Abraham Maslow's theory of needs and McGregor's theory X and Y, it is pointed out that motivated employees always look for better ways to do a job, thus their morale is boosted and are ready to go the extra mile as far as their task is concerned. Motivated employees are more quality oriented. With this they point out that the results of motivation is quality and efficiency. They further maintain that motivated workers are more productive. Thus the end result of quality and efficiency is increase in productivity (Bassy, 2002).

A report made by Cassandra B. Whyte (2007), points out that motivation directs employee's behavior toward particular goals. When employees are both intrinsically and extrinsically motivated with regard to a target, they put in positive behaviors towards the achievement of such target. Motivation also leads to increased employee effort and energy towards their jobs. It serves as an energy booster to employees and encourages them to put in extra effort with regard to their jobs. Increased in initiation of, and persistent in, activities as pointed out by Cassandra in her report is another attribute of teacher occupational experience is motivation. Motivation enhances cognitive processing teachers' experience. Apart from the impact of motivation on teachers' occupational experience, it also assists management to determine what consequences are reinforcing. The ultimate influence here is that, it leads to improvement in teacher occupational experience.

2.7 Strategies for Increasing Motivation of Teachers

According to Michael and Paul, 2008, the strategies for increasing or improving the motivation of teachers include:

1. Job Enrichment

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

2. Merit Pay

A study by Milkovich and Newman, 2008, reveal that, in order to motivate, a salary plan must demonstrate that good performance leads to higher levels of pay, minimize any negative consequences of good performance, and relate other rewards to good performance. The money that employees receive is actually a package made up of salary, and other fringe benefits such as transport, housing, furniture, medical allowance. Others include meal subsidy and utility allowances. The money that employees receive is actually a package of salary and benefits.

Theories of motivation suggest that salary and benefits have influence on effort and persistence. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. In Herzberg's two-factor model pay is a maintenance factor that should not contribute significantly to motivation. In expectancy theory, pay can satisfy a variety of needs and influence choice and behavior, while in equity theory, pay is a major outcome that one compares with other employees.

3. Flexible working Hours

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

4. Incentives

Motivation increases with greater incentive value. In the context of climbing competitions, one may be motivated by the possibility of placing in the cash. For most, the true incentives are the feelings experienced in cranking a hard climb, winning a comp, or as Jerry Moffatt say “just burning someone off.” Incentive motivation gets stronger the closer you are to the event or your goal. Set lots of short-term goals, in addition to a couple long-term aims, to shoot for (and hopefully achieve) on a regular basis. Too long a delay between your actions and their payoff makes it more difficult to stay motivated. This explains why an active “tick-list” (a detailed list of routes to do) is such a great motivator. If you are regularly sending routes on that list then it’ll be awfully easy to train between climbing trips.

5. Positiveness

Confident, positive climbers are highly-motivated, successful climbers. Conversely, if you have a lack of confidence or are constantly negative about things, then your motivation is probably about 20,000 leagues under the sea. Maybe more than any other trait, your degree of positiveness (in general) is something you learned as a child. Fortunately, a day-to-day effort to turn your negative thoughts around can have dramatic effects on your confidence and degree of motivation. You must first become aware of your negative thoughts. Statements questioning the value of training or predictions of poor performances may be the most common among climbers.

Learn to immediately counter these thoughts with something positive. Use self-talk and self-instruction such as “this will help me build strength,” “stick it,” or “I can do it.”

Thus, in the view of Michael and Paul, 2008, the strategies for improving the motivation of workers include job enrichment, merit pay, flexible working hours, incentives and positiveness. This study supports this view of Michael and Paul because it ascertains the strategies that can help improve the motivation of teachers on their occupational experience in the senior high schools in Ghana.

2.8 Teachers’ motivation as provided by the Ghana Education Service

Under the Civil Service Law 1993, PNDC Law 327, the Government, the Ministry of Education and the Ghana Education Service in 2010 replaced the Ghana Universal salary structure (GUSS) with the Single Spine Salary Structure (SSSS) where the Ministry of Education, the Ghana Education Service and the leadership of the various teacher unions agreed on a 15 percent salary increment as teachers retention premium as a motivation package for teachers (Osei, 2006).

The Ghana Education Service in 1995 instituted an award scheme to appreciate the role played by teachers of the Ghana Education Service in the delivery of quality education. This award

is given on yearly bases to motivate best performing teaching and non-teaching staff. Winners of this award are given a two bedroom house built at the location of their choice and a car (Osei, 2006).

2.9 Teacher Motivation Initiatives in Ghana

The previous discussion looked at some key issues that have led to the lack of motivation among teachers in public pre-tertiary schools in Ghana. This section examines efforts that have been made by stakeholders to improve the working conditions of the Viewing Teacher Motivation in the Ghana Education Service through a Post-colonial Lens for teachers. The ensuing discussion therefore explicates motivation measures put in place so far by the Government and local communities to ameliorate the existing challenges (Osei, 2006).

National Best Teacher Award Scheme (NBTAS). Over the years, evidence from the Ministry of Education documents has demonstrated Government of Ghana's commitment to enhancing teacher motivation for subsequent improvement in the quality of teacher professional practice (Ofori-Attah, 2007). One of these initiatives is the National Best Teacher Award Scheme (NBTAS), which was instituted in 1995 to acknowledge hard work and dedicated stewardship of teachers (Akyeampong & Asante, 2005; UNESCO, 2011). This award involves professional competitions at four stages: school, district, regional and national levels. The competition for this award starts with a nomination of deserving teachers at the school level by their respective principals to compete at the district level. The overall winner of a district competition represents the district at the regional level. Similarly, the overall winner of a regional competition represents it at the national level (Akyeampong & Asante, 2005).

At the national level, there are usually ten competitors representing the ten regions. Unlike the district and regional competitions that usually have fixed venues at the district or regional capitals, the venue for the national competition determined by the organizers may fall in any of the ten regions but normally in the capital, Accra. A lot of criteria relating to professional competence and commitment are taken into account in the choice of a winner of this prestigious award. Some of which include the quality of lesson notes, teaching and learning materials, the quality of lesson delivery and classroom management techniques; and performance outcomes of students' among others (Akyeampong & Asante, 2005). The prizes at stake for this competition differ in magnitude and quality according to the stage of the competition. For instance, at the school level, winners may receive merit certificates and some small money, usually a hundred Ghana Cedis (about AU\$50) (Akyeampong & Asante, 2005).

At the district level, winners normally receive fridges, roofing sheets, bicycles and tape recorders. At the regional level, winners normally receive prizes ranging from motorcycles to small cars. At the national level, the overall winner of the Best Teacher Award normally receives a beautiful two-bedroom house or money equivalent and a car which is more expensive and luxurious than that received at the regional level. The runner-up normally receives a car and cash prize lesser in value though (Akyeampong & Asante, 2005).

This prestigious award has its own setbacks. The UNESCO synthesis report of 2011 focusing on 2002 presidential report on the National Best Teacher Award Scheme has indicated that teacher selection for this award is controversial. Many teachers have raised concerns about the selection processes and claimed the award does not extend the Government's appreciation to all teachers who are working hard for the country's educational development (UNESCO, 2011). The Government of Ghana has responded positively by proposing to have a more transparent process

of selection and to expand the coverage to include not only teachers but also the schools that facilitate the award winning (UNESCO, 2011).

However, up to date, the Government is yet to implement the proposal.

Teachers' remuneration. Allowances covering accommodation cost, uniform cost and utility bills included in teachers' salaries also form part of the motivation package for teachers in public pre-tertiary schools in Ghana. Because of this initiative the Government does not provide accommodation, uniform and pay utility bills for teachers. As a result, most of the teachers live in private houses and just a few are privileged to live in government houses and pay rent at the end of the month to the Government. An annual medical allowance of about fifteen Ghana Cedis (about \$8.50 in U.S. dollars), which cannot pay for a single consultation with a doctor, is also due a teacher who produces genuine medical reports. A single consultation with a doctor may cost the equivalent of \$47.50. As of 2011, a graduate professional teacher up to the professional rank of Assistant Director II (the third promotion after recruitment) for instance, takes about eight hundred Ghana Cedis (about \$475) as take-home salary per month depending on the person's added responsibility like principal of a basic school (primary or junior high school).

The other responsibilities that go with such remuneration are: Assistant principal (for both basic and senior high schools), Senior Housemaster/mistress, Housemaster/mistress, Head of Department or Form master/mistress (for only senior high schools). Within the Ghana Education Service one key determinant of a teacher's salary is his or her number of years in a rank, technically called step or incremental jump. A step or incremental jump is a yearly salary increase that teachers get on the first of September each year in order to differentiate them from those on the same rank but juniors in terms of job experience. This means that two teachers could be in the same rank but

their salaries could differ depending on who between them was promoted earlier. As stated earlier, the condition of low salaries perhaps compels most teachers to involve in part-time teachings and other engagements like selling of general goods at the market to earn extra income to augment what is received from the state to the detriment of their pupils.

Study leave with pay. The study leave with pay concept in Ghana is an opportunity given to teachers to pursue further studies mainly in the Universities and still draw salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. The initiative is aimed at enhancing teacher professional development required for quality classroom delivery (Agezo, 2010). As a motivation policy, the Ghana Education Service grants the leave to all of its professional teachers. However, preference is given to those who sacrifice to serve in deprived areas (countryside without access to basic social amenities like electricity, potable water, decent accommodation and good roads) to urban areas (cities or towns). In this sense, it takes teachers who serve in deprived areas a minimum of two years to qualify for study leave with pay as compared to a minimum of five years in the case of teachers who serve in urban areas. Also, priority is given to those who apply for study leave with pay to study in key areas like Mathematics, Science, Information and Communication Technology (ICT) and English Language. Teachers who propose to study in other areas like; Ghanaian Language, Social Studies, Management and Accounting studies, Home Economics, Visual Arts directly related to classroom teaching and Educational Administration and Management are also considered on a priority basis.

Teachers' promotions. A teacher qualifies to be the Principal of a senior high school only when the person attains the rank of Deputy Director (the third highest rank). The various ranks in the Ghana Education Service from the lowest to the highest are: Superintendent II; Superintendent I; Senior Superintendent II; Senior

Superintendent I; Principal Superintendent; Assistant Director II; Assistant Director I; Deputy Director; Director II; and Director I. A teacher with Diploma certificate begins on the rank of Senior Superintendent II while a teacher with a Bachelor's degree begins on the rank of Principal Superintendent. A teacher with Master's degree also begins on the rank of Principal Superintendent. However, the teacher gets two incremental jumps of salary ahead of the colleagues.

Qualification for promotion in the Ghana Education Service depends on a number of conditions. First, the teacher must have a satisfactory work history for a minimum of three consecutive years including period of approved leave for those who accept posting and teach in deprived areas; and five consecutive years including period of approved leave for those who teach in urban areas. Second, the teacher must have a satisfactory appraisal from his or her supervisor who is normally the principal of the school in which a teacher teaches. If a principal is seeking promotion, the person is appraised by the Director of Education of the district or province he or she serves. Third, the teacher must pass an interview. Available literature (Agezo, 2010; Salifu, 2013; Tanaka, 2010), however, has indicated that the promotion initiative has not been effective in achieving its intended purpose of motivating the teachers because it is based on long service. The teachers rather prefer a system of promotion based on academic qualification (Salifu, 2013).

Community support for teachers in the Ghana Education Service. Apart from the Government of Ghana's efforts at ensuring a motivated teaching profession at the public pre-tertiary level in Ghana, it is important to acknowledge also that parents are doing a lot to support teachers at this level. In most parts of Ghana, especially in the rural setting, community support is always mobilized to motivate teachers to accept posting and remain at post to offer quality professional practice.

In doing this, parents have been collaborating with teachers in many ways including the formation of Parents/Teachers Associations (PTA's). The essence of these associations is to afford parents and teachers the opportunity to meet periodically to discuss issues bordering on academic work and general welfare of teachers. Through these associations most teachers, especially those in the senior high schools, have been privileged to have decent and secure accommodation as well as means of transport to and fro school. This initiative has been possible through the payment of termly PTA dues and special voluntary contributions by parents.

Also, through other regular contributions by parents, teachers in some schools get additional income called teacher motivation allowances to supplement their monthly salaries. The money accrued from this contribution is shared at the end of every school term by both teaching and ancillary staff of senior high schools in the ratio of 80% and 20% respectively.

2.10 Factors Affecting Teacher Motivation

Teacher motivation highly depends on numerous factors which include; high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students' academic performance and effective co-operation from heads of school etc (Osei, 2006).

Also teachers' motivation can be affected by some other factors such as; low wages when compared with other professionals, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, irregular payment of teacher salaries, low status in the society etc (Osei, 2006).

2.11 Motivation and Teachers Occupational Experience

The concept of motivation has been dealt with extensively already. It is relevant to note that, the definitions by various people in diverse ways take into consideration a situation under which the concept is being defined. As cited in Lindner (1998), Kreitner defines motivation as the psychological process that gives behaviour purpose and direction. As cited in Bassy (2002), Buford, Bedeian and Lindner defined motivation as a predisposition to behave in a purposive manner to achieve specific, unmet needs. Higgins defined motivation as an internal drive to satisfy a demotivated need.

As quoted in Lindner (1998), Brown and Radhakrishna indicated that motivated employees are needed in our rapidly changing workplace. Motivated employees help organization to survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. They go on to indicate that all the functions a manager performs, motivating employees is arguable the most complex. This is due, in part, to the fact that what motivates employees" changes constantly. Pratt (1979) also indicates that to make effective use of manpower, management should not only understand how people behave but also why they exhibit certain behaviour patterns at their work place.

Employees acting towards organizational goals and having a strong desire to remain in the organization are very important for the success of that organization. In order to generate such organizational commitment of the employees, the knowledge about what motivates and satisfies them is essential. The knowledge about needs and expectation of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees" degree of motivation with the job are important in order to increase the actual motivation and experience

with their work. Consequently, the difference regarding what people wants and actually perceive from their job are of significance (Bassy, 2002).

The strongest motivator according to Wyllie as cited in Bassy (2002) is something that people value but lack. According to the Bassy (2002), the knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work in order to increase an employee's motivation and experience.

According to Cole (1996), it is a complex matter trying to understand human motivation. Sometimes a person's motive may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned is totally unaware of his motives, while others may see them quite clearly. Cole adds that, it is important for those in managerial and supervision position to be aware of these issues and to take account of their own prejudices in this area of their work. This is because to him, our efforts to understand others are colored by our attitudes towards them and the assumptions we make about their behaviour. If we assume that a particular group of workers is hard working and reliable, we tend to treat them with respect and trust. If, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Appleby (1994) also indicate that, a large part of manager's task is getting things done through people; he must therefore try to understand people's motivation. He went on to indicate that all aspects of motivation can be provided by management as other influences occur outside the working environment, for example, community and family.

He identified the following as requirement of a good system of motivation;

- Subordinates must be induce to work and produce more;
- A good system must be comprehensive in providing for the motivation of all needs;
- The system must be flexible in order to account for varying requirement of people who need different stimuli, for example, some will work harder for more pay; others for status;
- Provision must be made for financial opportunities particularly those giving more personal freedom
- Security is a vital element.

Armstrong (1996) is also of the view that an extrinsic reward provided by the employer including pay, will be important in increasing efforts and minimizing demotivation. Intrinsic reward related to responsibility, achievement and the work itself may have longer- term and deeper impact of motivation. He indicated that, the degree to which people are motivated will depend not only upon the perceived value of the outcome of the actions-the goal or reward-but also upon their perceptions of the likelihood of obtaining a worthwhile reward-that is their expectation. Teachers will therefore, be highly motivated if they can control the means to attain their goal.

A study conducted by Laird and Laird (1967) indicated that people are likely to be motivated most strongly by what they do not have. In this regard workers who already possess a television set (TV) will not be strongly motivated when management rewards him/her with another set for his/her efforts on the job. Perhaps a reward in the form of refrigerator which the worker does not have will motivate him/her. According to Yonder and Standohar (1984), the individual's

perception of worth or value of rewards like incentives may result in motivated behaviour of workers on their occupational experience.

Cascio (1989) also indicated that when incentives purported to reward individuals do fit the situation, performance increases on an average of 30% because of strong motivation. He also indicated that incentives directed towards a group increases motivation by only 18 percent. Mathis and Jackson (1994) also indicated that incentive plans should provide for individual differences. They indicated that people are complex, and a variety of incentives systems may have to be developed to appeal to various organizational groups and individuals. To them, not everybody will want the same type of incentive rewards.

In 2014 only 45.90 percent of students who sat the WASSCE examination throughout the Jirapa District passed in a minimum of six subjects. Surely, the performance fell below average with a lot of the candidates not being able to continue with their schooling for weak grades. The District continued to perform poorly till 2014 when it began to pick-up with a performance of 45.70 percent in the WASSCE and which further improved to 46.50 percent in 2005 (WAEC, 2015). Quite marginal fluctuations continued to be registered by the District in the WASSCE results until 2009 when for the first time they scored a 53.40 percent performance in the examination.

Thus, the reason for the generally poor performance is attributed to poor infrastructure, inadequate teaching and learning materials and inadequate motivation of teachers. Others factors include inadequacy of teachers, refusal of postings to the largely rural district and low motivation and occupational experience of teachers (Government of Ghana, 2016).

The introduction of the academic intervention allowance by the government has rekindled the motivation of teachers in the senior high school and this had improved the performance of students in which 50% passed in six subjects in WASSCE in 2018 in the Jirapa Municipality (Government of Ghana, 2019).

2.12 Summary on literature review

From the foregoing literature review, it is evident that teachers need to be highly motivated so that they can perform their duties to the best of their ability. Scafidi, Sjyoquist and Stinebrickner (2007) have argued that better income is nice, but is not sufficient to attract better teachers. Good working conditions, promotion and job recognition are necessary to improve teachers' occupational experience. Recognized efforts of employees by the employer symbolize concern and this boosts the morale of the staff leading to increase in teachers' occupational experience. Promotions put the staff on alert with expectations of growth within the organization hence achieve teachers experience. Better working conditions provide a healthy environment; workers needs are met at various levels and finally teacher occupational experience is realized. Ali & Ahmed (2009) say that changes in recognition and rewards can bring a definite change in work motivation leading improvement in the work experience. Ali and Ahmed confirmed the strong positive effects of rewards and recognition on motivation and occupational experience. This study therefore seeks to establish the extent to which income, working conditions, promotion and recognition and allowances influence teachers' occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West of Ghana.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study focuses on a field research on the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana. This chapter discusses the research design, sources of data, population, sampling techniques, sample size, data collection methods, validity, reliability and data analysis procedures.

3.1 Research design

Mohan (200) defines research design as the researcher's overall plan for answering the research question or testing the research hypothesis. Research design according to Creswell (2009) is the plan and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The collection, analysis and interpretation of data for a research purpose take three broad forms. These are quantitative method, qualitative method and the mixed method (i.e the integration of the quantitative and qualitative methods).

The selection of any of these research approaches by a researcher is always based on the philosophical assumptions the researcher brings to the study (Creswell, 2004). The selection of a research approach is also based on the nature of the research problem or issue being addressed, the researcher's personal experiences, and the audience for the study (Creswell, 2004, p.1).

Therefore, the researcher employed the mixed method of quantitative and qualitative research design in conducting the study. Creswell (2014) opines that qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human

research and the process involves emerging questions and procedures, collecting data in participants' setting, analyzing the data inductively, building from particulars to general themes and making interpretations of the meaning of the data. Quantitative approach is used with respect to quantities which involve estimated figures (Obeng, 2009). This mixed method is used in analyzing the data to ascertain the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana. The mixed method helps the researcher to use both numeric data and non-numeric data to analyse the data that is collected on the study. In other words, it helps the researcher to use expressions and illustrations in the data analysis to find out the extent to which teachers' level of motivation influences their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana.

3.4 Sources of Data

The researcher collects the data on the topic of the study from both primary and secondary sources to enable her gather enough information on the topic. The primary sources include information from interview, questionnaires and field observation which enable the researcher to do obtain accurate information on the problem. An official arrangement is made with and to meet the Headmaster, 2 assistant headmasters, 2 senior House masters and 5 Heads of departments and 140 teachers for an interview. This helps the researcher to have accurate data on the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality. The researcher also arranges to meet teachers in the Ullo Senior High School to administer the questionnaires on the problem while the secondary source includes information from literature on books, journal articles, theses and newspapers. These sources of gathering data guides the researcher to gather accurate information on the effects of teachers' level of motivation

on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana.

3.5 Population of the Study

Polit and Hungler (1999) defined population as the entire aggregation of cases that meet designated set of criteria. The population of a study is the aggregate of all the cases to which one wishes to generalize (Kay, 1997). A population is the total number of all the individuals which have certain characteristics and are in the interest of the researcher.

Therefore, the researcher considers all the teachers and heads in the Ullo Senior High School as the population for this study to gather the data on the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana. The target population is 250 which include Ghana Education Service officials, Headmaster, assistant headmasters, Heads of departments, Senior House masters and teachers of Ullo Senior High School in the Jirapa Municipality. The accessible population includes the headmaster of the school, the two assistant heads, senior house masters, heads of departments and teachers in Ullo Senior High School in the Jirapa Municipality of the Upper West Region. This is because these people have been in the field and have been observing and experiencing issues concerning teachers' motivation and its influence on the occupational experience of the teachers in Ullo Senior High School of the Upper West Region.

3.6 Sampling Methods

The researcher uses the mixed method of simple random and purposive sampling in the selection of the respondents to be contacted for information on the research problem. The purposive sampling method is used to select teachers in Ullo Senior High School because there

has been poor performance of students in the school and teachers complained of inadequate motivation as a factor for this poor performance (G.E.S, 2018). The simple random sampling method is used to select teachers of Ullo Senior High School in the Jirapa Municipality to be part of the representatives that the researcher has to contact for information on the research problem.

3.7 Sample size

The researcher selects 60% of the population of the study as the sample size because according to Mohan (2000) that 10-60 per cent of the population of the study as sample is capable of representing the population in a research. The sample size of 150 was convenient for the researcher to contact for accurate information about the study. The sample size includes 75 males and 75 females which ensure fairness in the distribution of the sample size and the collection of respondents views on the study. It also enables the researcher to gather data and make proper analysis of the data without many errors because of the equal representation.

3.8 Research Instruments

According to Gay (1992), all research studies involve collection of data. The data of a study are the pieces of information obtained in the course of investigating. According to Fielmua and Boye Bandie, (2012), research instrument is a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills. The data of the study is collected through a variety of techniques using questionnaires, interview schedules, focus group discussion and observation.

According to MacMillan (2004) questionnaire is a written document containing statements or questions that are used to obtain the subjects' perceptions, attitudes, beliefs, and values. The questionnaires are used to reach to as many respondents as possible to collect data on the study.

Questionnaires are also used as the second tool by the researcher to collate the data on the study in order to ascertain the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana. A set of questionnaire are designed based on the likert scale which consists of strongly agree, agree, strongly disagree and disagree for this study for the heads and teachers in the Ullo Senior High school and this can be seen under Appendix I.

The interview guide is used to solicit in depth information as it employs verbal questioning to respondents to answer face-to-face situation whilst the researcher has done observation to ascertain the reality of the situation on the ground without biases. Interview is a method of field investigation whereby the researcher meets his respondents and through the interaction asks specific questions to find answers to his research problem (Obeng, 2009). The researcher uses interview to collect data on the study. By this method, the researcher arranges to meet and interview the Headmaster, Assistant headmasters, Senior House masters and heads of departments and some teachers in Ullo Senior High School to ascertain effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana and to find plausible means of making teacher motivation and experience effective in Ghana. Obeng, (2009), observation as a method of data collection entails employing vision- watching respondents and recording what the researcher observes rather than asking respondents questions about them Observation is one of the tools the researcher employed to gather data for the study. It is used for examining a phenomenon or behaviour while the behaviour is going on. Seliger and Shohamy (1989) observation enables the desired behaviours to be studied at close range with many of the contextual variables present. This feature is particularly important in the study of a policy and it helped to find out effects of teachers' level of motivation

on their occupational experience in Ullo Senior High School in the Jirapa Municipality. The researcher simply observes the behaviour and opinions of teachers towards their motivation and occupational experience which helps her to make valid conclusion on the extent to which teacher's level of motivation influences their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana using the items in the interview guide or by looking at the objectives of the study.

3.9 Validity of the instrument

According to Mugenda & Mugenda (1998), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instruments before the interview is conducted the researcher has presented the interview guide to her colleagues for analysis and critique. For the purpose of the study, preliminary survey is carried out on a smaller size of population in a different Jirapa Senior High School in the Jirapa Municipality. The difficulties in interpreting the tool or any ambiguity are also identified.

The items that are found to be inappropriate for measuring are amicably modified to improve the quality of the instruments, while some were discarded all together and replaced with appropriate ones that could increase the validity of the instrument.

3.10 Reliability of the instrument

This is the level of internal consistency or stability over time. According to Faenkel and Wallen, (1993) referred to reliability as the consistency of an instrument to yield the same results at different times. A reliable instrument is one that consistently produces the expected results when used more than once to collect data from samples randomly drawn (Mohan, 2000). To establish

the reliability of the instrument, a pilot study is conducted in Jirapa Senior High School with a sample size of 75 which is half of the sample of the study which is convenient for the researcher to contact for information on the problem. After collecting the results for the pilot study the test-retest technique is used to calculate reliability of the instruments. The responses from the instrument are analyzed and stored. After two weeks the same instrument is administered to the same sample and the responses analyzed. A comparison of the two is made using the correlation coefficient calculated through the SPSS and thus, the higher the coefficient, the higher the reliability of the instrument and vice versa.

3.11 Data Analysis Procedures

Qualitative and quantitative techniques are used to analyze the data that was collected during this study on the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana. The researcher used frequencies, mean and percentages to analyze the quantitative data and the results is presented in a qualitative form using expressions and words to interpret the quantitative data with reference to the research objectives. The researcher also used statistical inferential such as percentages, mean and frequencies based on the quantitative data and used words and expressions to explain the quantitative data or results of the respondents to enable her access the effects of teachers' level of motivation on their occupational experience in Ullo Senior High School in the Jirapa Municipality of the Upper West Region in Ghana.

3.12 Ethical Considerations

Informed Consent: An informed consent form is sent individually to all the people who are willing to participate in the research. The informed consent form is the participant information sheet that explains the research and the respondent's role in it. Also, consent form is where the

respondent can indicate his or her agreement. The informed consent form provided the participants with every detail of the research. This is to ensure that the participants understood the research project and the risk involves in participating in the research. The information that is provided in the consent form includes a brief background of the researcher, an introduction to the study, the purpose of the study, and the research procedures utilized in the study. Furthermore, the consent form also provides information on the voluntary nature of the research which indicates that participants have the ability to withdraw from the study at any time if they find the research inconvenient to them.

Confidentiality/ Anonymity Protection: The information that is obtained from participants for this research is kept confidential. Access to this information is restricted to only the researcher. Consent form is the participant information sheet that explains the research and the respondent's role in it. The consent forms are stored separately from the data recordings and transcripts. The researcher also locks away the consent forms in a secure file cabinet in the researcher's office. Furthermore, the audio recordings and transcripts are stored on a secure online server, which utilizes server authentication that only the researcher could access. The audio recordings of the interviews will be kept for a maximum of one year, after which they will be deleted. A pseudonym (assigned name) is used on all the transcripts and publications. This is meant to ensure that the participants cannot be traced back to their information. All the participants are informed about this procedure to assure them of their confidentiality.

CHAPTER FOUR

RESULTS/FINDINGS

4.1 Introduction

This chapter presents the results or findings of the study. The general objective of the study was to find out the influence of motivation on teacher occupational experience in Ullo Senior High School in the Upper West Region of Ghana. The findings of the research are presented based on the three research questions of the study which are re-stated below: First, what factors influence teachers' occupational experience in Ullo Senior High Schools in the Jirapa Municipality? Second, what are the effects of teachers' motivation on their occupational experience in Ullo Senior High school in the Jirapa Municipality? Lastly, what are the challenges facing teachers' motivation in Ullo Senior High School and the way forward in the Jirapa Municipality? This chapter discussed the results of the data collected from the survey field based on the research questions stated above in the following sub-sections: background data of the respondents, factors that influence teacher occupational experience, effects of motivation on teacher occupational experience, challenges of teacher motivation and the recommended strategies that can help improve teacher motivation in Ghana. Thus, a total number of 150 respondents were contacted for the administration of the questionnaires.

4.2. Background Characteristics of Respondents

The background characteristics of respondents under the study included: gender of respondents, age group distribution, level of education, professional status, present rank, years of teaching experience and positions held.

4.2.1. Sex of Respondents**Table 4.2.1.1 Sex of Respondents**

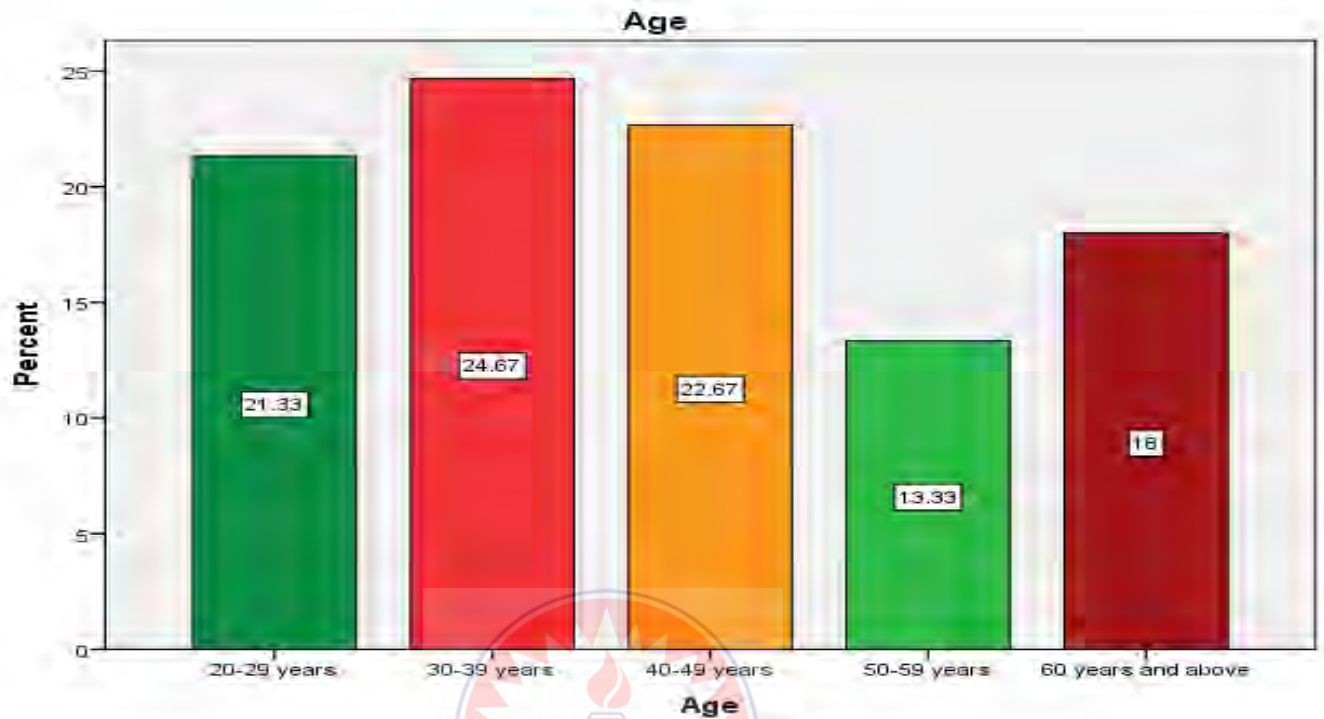
Sex	Frequency	Percent
Male	75	50.0
Female	75	50.0
Total	150	100.0

Source: Field Survey, 2020

Table 4.1 shows that 75 (50%) of the respondents were males and 75 (50%) were females. This equal number of male and female respondents is to show equal representation of both sexes in the collection of the data on the topic. Differences in sex may have some influence on motivation and occupational experience of teachers. Thus what may motivate a male at workplace may not necessary motivate female. By the socio-cultural orientation of some ethnic groups of Ghana too, the undermining of women does not put them in a good position to be respected and obeyed or mostly lack the physique to properly handle certain disciplinary situations.

4.2.2 Age of the Respondents

Figure 4.2.2.1 Age of Respondent



Source: Field Survey, 2020

From figure 4.2.2.1, majority of the respondents (24.67%) were in the age group 30-39 years which indicates that most of the teachers used in the study were young and had properly not taught for long. It may also be that, due to the large scale unemployment rate and high cost of tertiary education, a lot of youth take to the training institutions including teacher training as a stepping stone or last resort. This was followed by the age group 40-49 years which constituted 22.67%. The result also shows that the respondents who were 20-29 years had 21.33% and those within 60 years and above constituted 18% while those within 50-59 years constituted 13.33% which is the lowest in the list. Ideally this population should be performing. It also means that majority of the respondents were young indicating that most teachers probably do not stay in the teaching service for long. This could be attributed to lack of adequate motivation in the teaching service. This is supported by a study conducted by Antwi (1992)

which indicated that teachers especially graduates do not stay in the service for long because of frustration in areas of economic, social and political spheres. The age of an employee can influence level of performance as well as what may motivate him/her to perform and stay in a particular job. “Ceteris paribus” an aging teacher workforce will be less productive than a relatively younger workforce. It was therefore necessary to obtain the age group distribution of the respondents as below.

4.2.3 Marital Status of Respondents

Another important item that was analyzed under the demographic data was the marital status of respondents. The essence of this item is that, marital issue can have an influence on the level of motivation and occupational experience of teachers in Ullo SHS in the Jirapa Municipality. Table 4.2 shows responses on marital status. The marital status of the respondents illustrates that 62.7 percent of the respondents were married. The next, 29.3 percent respondents were unmarried while 8 percent of respondents were divorced. These shows in sum that, married people and for that matter teachers are likely to have more economic and social responsibilities so they will expect high emoluments and motivation to withstand the challenge. The high percentage (62.7 %) of married teachers therefore calls for better motivating packages to enhance their experience and performance.

4.2.4 Level of Education of Respondents

Table 4.2.4.1 Level of Education

Level of Education	Frequency	Percent
First-degree	90	60.0
Masters	47	31.3
PhD	13	8.7
Total	150	100.0

Source: Field Survey, 2020

The level of motivation an employee expects may have direct relationship with the level of his/her education. Thus the higher one's level of education the higher his/her expectation would be in terms of level of motivation at workplace. Kaufman and Hotchkiss (1999) has it that, every university student for example, is aware of the costs of pursuing a university degree and counter-balanced against these costs are the anticipated benefits of increased earnings, more attractive employment opportunities, and higher status and social prestige. This probably accounted for the low number of graduate teachers with master's degree as shown in Table 4.3. Majority of the respondents (60 %) were undergraduates whilst the remaining (31.3 %) were graduates and master's degree holders. Then 3.7% of the respondents were PhD holders. The undergraduate population was high because very few teachers benefit from study leave today. On another hand most of the teachers who embark on distance learning hardly make it. The low percentage of graduates and post graduates is an indication that most of this human resource do not join the GES but rather take up appointment with organizations they perceive to provide better conditions of

service and also it is difficult to get study leave with pay to pursue higher degree in Ghana. It becomes absolutely convincing that not until the service is able to motivate and retain high quality knowledgeable teachers, performance level of teachers and students will continue to go down the drain.

4.2.5 Professional Status of Respondents

Table 4.2.5.1 Professional Status of Respondents

Professional Status	Frequency	Percent
Yes	127	84.7
No	23	15.3
Total	150	100.0

Source: Field Survey, 2020

Professionalism is neither borrowed nor bought. It is learnt, acquired and lived. Generally, every piece of work requires a certain level of skills for it to be performed successfully. People who possess these required skills are mostly considered as the professionals in that field and often expect to be treated as such. Motivation may vary from a professional to a non-professional and even among themselves. For instance differences in salaries, promotion and rank, image and recognition motivate non-professionals to aspire to become professionals and lower level professionals upgrade to higher level professionals.

Perhaps the fact that non-professional teachers in private schools are generally perceived to be more efficient and performing than their professional pals does not debase the need for professionalism. It is rather a question of effective supervision and better motivation.

It was sad to note as in Table 4.2.5.1 that, as many as 84.7 percent of the segments of teachers, GES Officers respondents were professionally trained teachers as against 15.3 percent of non-

professionals. The second cycle school visited it was realized that a few number of graduate teachers are not professional teachers. Frustrated by unyielding attempts at landing on a well-paying job, many had entered into teaching as a last resort. Many “youth employment”, pupil and community volunteer teachers too were found especially in the school. This explains why about 15.3 percent of the respondents were non-professional teachers.

4.2.6 Highest Professional Qualification of Respondent

Table 4.2.6.1 Highest Professional Qualification Of Respondents

Highest Qualification	Frequency	Percent
PGD	27	18.0
BED	86	57.3
MED	37	24.7
Total	150	100.0

Source: Field Survey, 2020

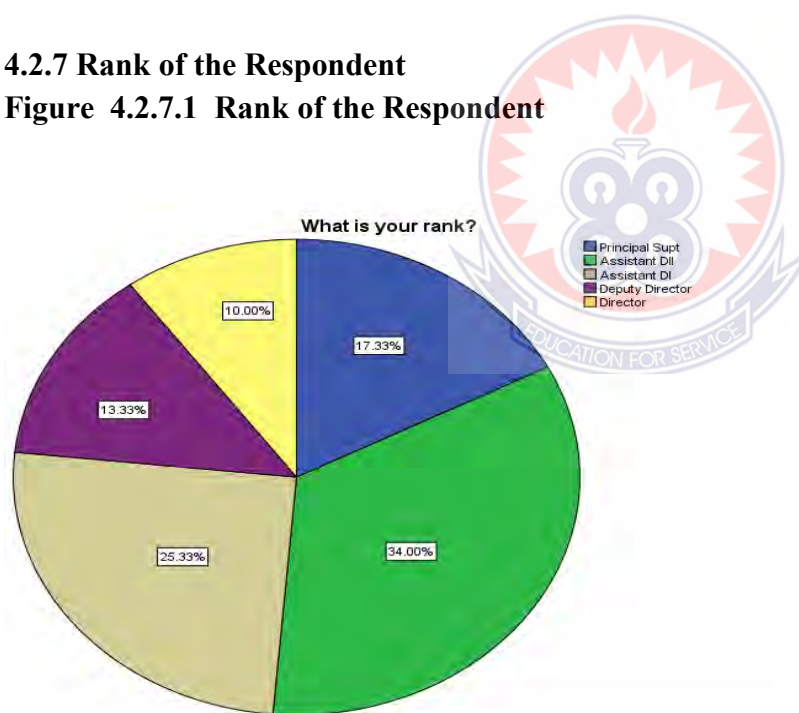
Again in the stead of the professional status of teachers, it was also realized as in Table 4.2.6.1 that about 18 percent of respondents had Post-graduate Diploma and Diploma in education. This may be attributed to non-professional teachers (pupil teachers) who gradually change their status when they decide to formalize their stay after a few years in the service. The situation may intimate you why only 24.7 percent of respondents had Masters in Education. Perhaps due to the unrewarding nature of higher certification in GES teachers love to pursue more marketable masters’ programme so as to make them versatile. Against the fact that in developed countries like the United Kingdom graduate teachers with Bachelor of Education (BEd) and Master of Education

(MEd) degree teaches in the basic school thereby laying a solid foundation for the pupil, the paradox is the case in Ghana. Quite interestingly whereas teachers with Post-Secondary Certificates and Diploma are in the basic schools and the MED holders are rather in the offices and BEd graduates in the Senior High Schools. Many of these Post-secondary graduates albeit would have liked to further their education are constrained by the limited access to study-leave with pay. They have also opted not to pursue Distance Education because some colleagues of theirs who embarked on the programme have not completed due complicated reasons.

Hence the low percentage of graduates (24.7 %) in the second cycle schools is inimical to high occupational experience in the GES.

4.2.7 Rank of the Respondent

Figure 4.2.7.1 Rank of the Respondent



Source: Field Survey, 2020

Respondents were also asked to indicate their present rank. In the GES ranks are the reward for promotion and determine salary scales, years of experience and qualification for some office holdings. Promotions in themselves are awarded by merit and can conveniently be said to be a

measurement of the performance level of the beneficiary teacher. For example, a BEd holder starts off at the rank of Principal Superintendent at the second cycle institution level. All other ranks as specified in the questionnaire are awarded only after a teacher successfully goes through a rigorous written examination which started this year 2020. Their responses are illustrated in figure 4.2.6.1. With regard to the rank of respondents, 34 percent were Assistant Director II and 25.33 percent Assistant Director II. The very high percentage may be attributed to the new policy of the Ghana Education Service (2020), which replaced the interview with the current written examination for teachers. These graduates add up to the numbers that are promoted upwards from the start – the rank of Principal Superintendent. Also, 17.33 % represented teachers on the rank of Principal Superintendent, 13.33% for Deputy Director and the least is 10% for Director is difficult for many teachers to reach that rank due to the rigorous means of attaining promotion in GES. Beyond the rank of Principal Superintendent a teacher takes a minimum of five years to have Assistant Director II and further upwards the duration is three years in between the ranks.

The truth of the matter however is that promotion interview invitations sometimes can overlap by one or more years and the number of candidates to be passed predetermined. So it is not pretty about the number of teacher who perform well but the ability of government to pay since promotion to new ranks have come along with commensurate salary scales. In this regard the teacher is not motivated enough to perform.

4.2.7 Teaching Experience of Respondents

Figure 4. 2.7.1 Teaching Experience of Respondents



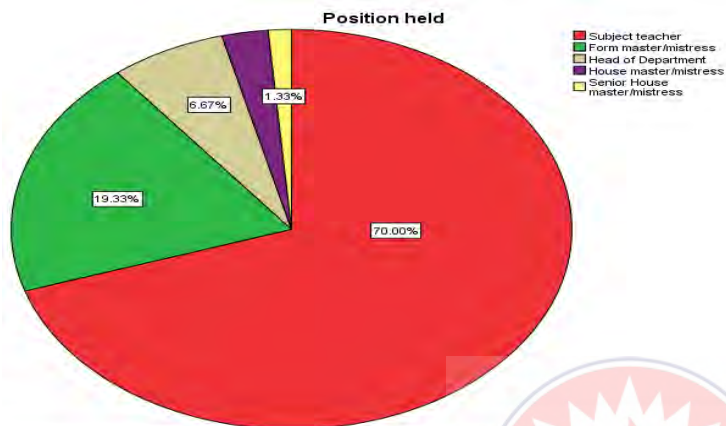
Source: Field Survey, 2020

It is generally believed that the number of years an employee spends in an organization may determine the level of experience and performance of this employee in the organization. It was therefore necessary to look at the years of teaching experience of teachers in Ullo Senior High School. Figure 4.2.7.1 illustrates the years of teaching experience of respondents. The result from Figure 4.3 shows that majority (23.3%) of the respondents have taught for 6-10 years as teachers meaning that most of the respondents have not had many years of experience. This is quite evident by the high number of years the respondents who fell in the year group of 1-5 years and 6-10 years. The low percentage of 22 percent for those who have had above 11-15 years of teaching experience may serve as an indicator that teachers are not motivated enough to stay in the teaching profession for long. The trend of the years of teaching experience calls for pragmatic measures to motivate

teachers to enhance their retention and performance. 12.67% of the respondents indicated that they have taught for over 21 years as teachers.

4.2.8 Position Held by Respondents in the School

Figure 4.2.7.1 Position Held by Respondents in the School



Source: Field Survey, 2020

The essence of this item is to find out how a respondent can influence or be influenced to perform. Additional or for that matter higher responsibility besides being a sign of a performing staff, may equally motivate a teacher to perform. After all there is no wisdom in giving additional responsibilities to a teacher when they cannot even perform what is on hand. It is also a fact that higher positions like head of institution, director of studies, guidance and counseling coordinator usually have the capacity to influence the life of the teacher greatly thereby contributes significantly to performance and experience. Figure 4.2.7.1 shows positions held by respondents. From the figure 70 percent of respondents were subject teachers whilst 30% of the rest of the respondents were holding positions in the school in addition teaching. Notably, 30 percent of the respondents are heads of the school, head of departments, form masters, house masters, senior house masters and mistresses, just but a few.

4.3 Motivation and Teacher Occupational Experience

This section discussed the factors that influence teacher motivation and occupational experience and effects of motivation on teacher occupational experience.

4.3.1 Factors that Influence Teacher Motivation and Occupational Experience in Ghana

Table 4.3.1.1 Factors that Influence Teacher Motivation and Occupational Experience

Statement	SA	A	D	SD	TOTAL
	N(%)	N(%)	N(%)	N(%)	
Status/recognition	60(40%)	90(60%)	0(0%)	0(0%)	150(100)
Present salary	75(50%)	75(50%)	0(0%)	0(0%)	150(100)
Interpersonal relationships in school	30(20%)	120(80%)	0(0%)	0(0%)	150(100)
Relationship with supervisors	80(53.3%)	70(46.7%)	0(0%)	0(0%)	150(100)
Timely Promotion & reward system	40(26.7%)	110(73.3%)	0(0%)	0(0%)	150(100)
Affirmative policies in GES	20(13.3%)	130(86.7%)	0(0%)	0(0%)	150(100)
Study –leave & in-service training	80(53.3%)	70(46.7%)	0(0%)	0(0%)	150(100)
Higher academic pursuit & rewards	35(23.3%)	115(76.7%)	0(0%)	0(0%)	150(100)
Service Conditions & fringe benefits	30(20%)	120(80%)	0(0%)	0(0%)	150(100)
Relationship with community and parents	90(60%)	60(40%)	0(0%)	0(0%)	150(100)
Incentive packages	100(66.7%)	50(33.3%)	0(0%)	0(0%)	150(100)
Teaching & learning environment	30(20%)	120(80%)	0(0%)	0(0%)	150(100)

Source: Field Survey,2020

From table 4.3.1.1, 60% and 40% agree and strongly agree respectively that status or recognition of teachers is a factor that influences their occupational experience and performance. Regarding present salary 50% representing strongly agree and agree respectively that salary influences teacher motivation and occupational experience. On the issue of international relationship, 80% agree and 20% strongly agree that it influences teacher motivation and occupational experience. Also, 73.3% of the respondents agree and 26.7% strongly agree that timely promotion & reward system influence teacher motivation.

Regarding affirmative policies in GES, 86.7% representing agree and 13.3% representing strongly agree that affirmative policies in GES influence teacher motivation and experience. Followed by this was the issue of study leave and in-service training where 53.3% strongly agree and 46.7% also agree that they influence teacher motivation and occupational experience. In addition, 76.7% of the respondents agree and 23.3% strongly agree that higher academic pursuit & rewards also influence teacher motivation and experience whereas 80% agree and 20% strongly agree that service conditions & fringe benefits influence teacher motivation and experience.

Regarding the issue of relationship with community and parents 60% strongly agree and 40% agree that it influences teacher motivation and occupational experience while 66.7% strongly agree and 33.3% agree that incentive packages is a factor that influences teacher motivation and experience. Lastly, 20% of the respondents strongly agree and 80 % agree that teaching & learning environment that it influences teacher motivation and occupational experience.

4.3.2 Effects of Motivation on Teacher Occupational Experience in Ghana**Table 4.3.2.1 Effects of Motivation on Teacher Occupational Experience**

Statement	SA	A	D	SD	TOTAL
	N(%)	N(%)	N(%)	N(%)	
Motivation enhance teacher performance	75(50%)	75(50%)	(0%)	(0%)	150(100)
Teachers are punctual & regular to school	80(53.3%)	70(46.7%)	(0%)	(0%)	150(100)
Teachers plan & execute lessons well	30(20%)	120(80%)	(0%)	(0%)	150(100)
Teachers determine a student's output	40(26.7%)	110(73.3%)	(0%)	(0%)	150(100)
Teachers must have prowess to teach	70(46.7%)	80(53.3%)	(0%)	(0%)	150(100)
Teacher-pupil ratio is high in schools	120(80%)	30(20%)	(0%)	(0%)	150(100)
Teachers use TLMs to teach in all lessons	40(26.7%)	110(73.3%)	(0%)	(0%)	150(100)
Teachers give exercises to meet profile goals	50(33.3%)	100(66.7%)	(0%)	(0%)	150(100)
Teachers give more attention to teaching	85(0%)	65(0%)	(0%)	(0%)	150(100)
Motivation ensures teachers discipline	70(0%)	80(0%)	(0%)	(0%)	150(100)
Motivation increases teacher innovation	30(0%)	120(0%)	(0%)	(0%)	150(100)
Motivation ensures teacher retention in the job	60(0%)	90(0%)	(0%)	(0%)	150(100)

Source: Field Survey, 2020

In all nine items was used to assess the occupational experience of teachers. For easy analysis the data was put into two main categories that agreed and strongly agree because all the respondents indicated agree and strongly agree. From Table 4.3.2.1 which measures teachers' occupational experience as many as 50 percent of respondents agree and 50 percent strongly agree with the fact that motivation enhances teacher performance. The absence of adequate motivation

in the GES was therefore inimical to effective performance of the teacher. Again 50 percent of respondents agreed and 50% also strongly agreed to the statement that teachers are punctual and regular to school. Also, 20% of the respondents strongly agreed and 80% strongly that teachers plan & execute lessons well due to motivation. Thus, many teachers do not plan and execute their lessons well because of inadequate motivation.

Furthermore, 26.7% of the respondents strongly agreed and 73.3% agreed that teachers determine a student's output. When it came to the statement that teachers must have the prowess and repertoire, the responses were affirmatively unanimous because 46.7% strongly agree and 53.3% agreed to this statement. Needless to state a teacher has no worth if he/she is neither knowledgeable in his/her subject matter nor competent to practice the profession. Certainly without this competency the researcher wonders how such a teacher can perform. In this regard the limited opportunity for study-leave with pay therefore constrains building of the capacities of teachers and not to mention the lapses of distance learning in adequately resourcing the teacher.

On the item high teacher-pupil ratio, 80 percent of the respondents strongly agreed and 20% agreed with the fact that teachers in deed had more than they could handle in their classrooms. This situation was therefore too much of a strain on the teacher to perform. It is greatly the reason for teachers not giving enough exercises and marking them or having a more interactive relationship with pupils and students by which means the teacher can only get to know and appreciate the individuality of these students. Another important statement that gained attention in the questionnaire was with teachers' use of Teaching and Learning materials. Here, respondents 26.7% strongly agreed and 73.3% agreed with the fact that based on the heavy work load, lack of incentives, poor salaries among others, teachers cannot afford the resources to prepare T/L materials to facilitate and consolidate understanding of subject matter learnt in pupils and students.

In line with the current educational reforms, the teaching objectives have been designed to produce a critically thinking students who are knowledgeable, can properly use or apply knowledge acquired and portray positive attitudes, values and skills. Lesson preparations and evaluations must therefore meet the three profile dimensions identified above. An item was thus put- “teachers meet the profile dimension”. As much as 66.7% agreed and 33.3% strongly agreed with the statement, thus, teachers do not meet clearly the goals of the new reforms because of inadequate motivation. Lastly, many of the respondents agreed and strongly agreed that Teachers give more attention to teaching motivation ensures teachers discipline, motivation increases teacher innovation and creativity and motivation ensures teacher retention in the job.



4.4 Challenges Facing Teacher Motivation and Occupational Experience**Table 4.4.1 Challenges of Teacher Motivation and Occupational Experience**

Statement	SA	A	D	SD	TOTAL
	N(%)	N(%)	N (%)	N(%)	
Low prestige / status in society	20(13.3%)	130(86.7%)	(0%)	(0%)	150(100)
Poor conditions of service	75(50%)	75(50%)	(0%)	(0%)	150(100)
Lack of teaching and learning material	80(53.3%)	70(46.7%)	(0%)	(0%)	150(100)
Inadequate or poor salary	40(26.7%)	110(73.3%)	(0%)	(0%)	150(100)
Poor relationship with supervisors	90(60%)	60(40%)	(0%)	(0%)	150(100)
Teachers not teaching well	45(30%)	105(70%)	(0%)	(0%)	150(100)
Lack of opportunities for promotion	60(40%)	90(60%)	(0%)	(0%)	150(100)
Lack of or poor incentives	30(20%)	120(80%)	(0%)	(0%)	150(100)
Poor facilities and learning environment	80(53.3%)	70(46.7%)	(0%)	(0%)	150(100)
Low level of community support	120(80%)	30(20%)	(0%)	(0%)	150(100)
Poor and inaccessible fringe benefits	40(26.7%)	110(73.3%)	(0%)	(0%)	150(100)
Poor condition of service	20(13.3%)	130(86.7%)	(0%)	(0%)	150(100)

Source: Field Survey, 2020

The researcher wanted to find out the real and important reasons that teachers think were responsible for their poor experience and low performance. In all twelve items were arranged using agree and strongly agree to ascertain the challenges facing teacher motivation and occupational experience.

From Table 4.4.1, the most important reason that causes great demotivation in teachers leading to low occupational experience is teachers' low prestige or status in society because 86.7% of the teachers agreed and 13.3% also strongly agreed that low prestige or status in society is a challenge on teacher motivation and occupational experience. This may be caused by low morale, lack of prowess and repertoires competency and resources. Also, 50% each of the respondents representing agree and strongly agree indicating that poor conditions of service is a challenge on teacher motivation and occupational experience. The respondents also agreed and strongly agreed that lack of teaching and learning materials, poor facilities and learning environment, lack of opportunity for promotion, reward systems and career enhancement, lack of or poor incentives, low level of community support, poor relationship with supervisors and within school, poor conditions of service, poor and inaccessible fringe benefits, low or poor salaries and teachers not teaching well are the other challenges facing teacher motivation and occupational experience in Ullo Senior High School in the Jirapa Municipality.

On a more personal note the respondents were asked to list the three most important reasons that were of great demotivation and causing them to perform not as expected. Surprisingly, the first three reasons ubiquitous were teachers' inability to teach well, lack of teaching and learning materials and finally poor facilities and learning conditions.

4.5 Strategies That Can Be Adopted To Improve Teacher Motivation and Occupational Experience

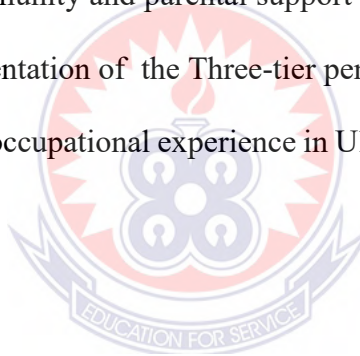
Table 4.5.1 Strategies that can be adopted to Improve Teacher Motivation and Occupational Experience

Statement	SA N(%)	A N(%)	D N (%)	SD N(%)	TOTAL
Incentive packages for teachers	60(40%)	90(60%)	(0%)	(0%)	150(100)
Respect and recognition of teachers	50(33.3%)	100(73.3%)	(0%)	(0%)	150(100)
Provision of infrastructure for schools	40(26.7%)	110(73.3%)	(0%)	(0%)	150(100)
Good condition of service for teachers	80(53.3%)	70(46.7%)	(0%)	(0%)	150(100)
High salary for teachers	20(13.3%)	130(86.7%)	(0%)	(0%)	150(100)
Provision of requisite T/L materials	90(60%)	60(40%)	(0%)	(0%)	150(100)
Good supervisor-teacher relationship	30(20%)	120(80%)	(0%)	(0%)	150(100)
Flexible promotion terms	70(46.7%)	80(53.3%)	(0%)	(0%)	150(100)
Organise in-service training for teachers	75(50%)	75(50%)	(0%)	(0%)	150(100)
Community and parental support for teachers	50(33.3%)	100(66.7%)	(0%)	(0%)	150(100)
Retention of high level man-power	120(80%)	30(20%)	(0%)	(0%)	150(100)
Effective implementation of the Tier3 pension	75(50%)	75(50%)	(0%)	(0%)	150(100)

Source: Field Survey,2020

With regards to table 4.5.1, 60% of the respondents agreed and 40% strongly agreed that incentive packages for teachers can improve their occupational experience in the school and 73.3% and 33.3% also agreed and strongly agreed respectively that respect and recognition of teachers

will motivate teachers to improve their occupational experience in the school. Furthermore, 73.3% and 26.7% agreed and strongly agreed respectively that provision of infrastructure for schools will motivate teachers improve their occupational experience whereas 53.3% and 46.7% agreed and strongly agreed respectively that good condition of service and rewards for teachers will motivate them to work harder to improve their experience and performance. In addition, 86.7% and 13.3% represents agreed and strongly agreed respectively that high salary for teachers will motivate them to plan and teach well to improve their experience. Also, 40% and 60% agreed and strongly agreed respectively that provision of requisite teaching and learning materials will motivate teachers to improve their experience. Finally, the teachers agreed that flexible promotion terms, organise in-service training for teachers, community and parental support for teachers, retention of high level man-power and effective implementation of the Three-tier pension scheme are strategies that can improve teachers motivation and occupational experience in Ullo Senior High School in the Jirapa Municipality.



4.6 Summary of Chapter

This chapter has discussed the biographic feature of the respondents, the factors that influence motivation of teachers and their occupational experience, the effects of teacher motivation on their occupational experience, the challenges facing teacher motivation in senior high schools in Ghana and the strategies that can be implemented to improve teacher motivation and occupational experience in Ghana. From the discussion of the results from the field it is clear that motivation has a direct relationship or influence on teacher occupational experience.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter provides a discussion of the findings of the study. In order to conceptualize the research, comparisons are drawn with available literature on occupational experience among teachers. The chapter provides conclusions that can be drawn from the research and offers suggestions for future research into factors affecting occupational experience of teachers. The purpose of the study was to find out the effects of teachers' level of motivation on their occupational experience in the Jirapa Municipality of the Upper West Region in Ghana taking the Ullo Senior High School as a case study. In specific terms, the study sought: To determine the present level of motivation and occupational experience among Senior High School teachers, to identify the factors that influence the motivation and occupational experience of teachers in Senior High Schools, to find out whether there is any significant difference in Occupational experience with regards to demographic factors (age, level of education, marital status, and salary) and to find out if there is a relationship between occupational experience and motivation. The discussions have been organised into four headings according to the objectives.

5.1 Level of Motivation and Occupational Experience of Teachers:

The rationale for analyzing the general motivation of respondents is to enable the researcher draw relevant conclusions to make informed decisions about how teachers level of motivation affect their experience either positively or negatively. The structure of the questionnaire shows that the best possible value for the level of occupational experience is not high. The percentage score of 50% falls within the third category which is “neither motivated nor demotivated” (i.e. average score). The percentage score for extrinsic factors of occupational

experience is 77.68%, and that of intrinsic factors is 48.07%. This shows that the teachers are quite demotivated with their job, most especially with regards to extrinsic factors of occupational experience such as salaries, opportunities for growth, working conditions, and status. The implication of this finding is that teachers are not given what is important to them in their work place which could have serious consequences to the educational sector.

5.2 Factors Affecting Motivation and Occupational Experience

From the literature review, it can be deduced that both intrinsic and extrinsic factors of motivation and occupational experience as indicated in Herzberg's Two-Factor Theory, contribute to the level of occupational experience. Intrinsic factors, also known as motivating factors are high level needs that actually motivate people and influence occupational experience (Judge et al, 2001; Luthans, 2002). Intrinsic factors include achievement, recognition, work itself, responsibility, advancement or opportunity for growth. Extrinsic factors are also known as hygiene factors. They are those environmental factors that cause workers to be demotivated. They are company policy and administration, technical supervision, working conditions, interpersonal relationships, salary, status and security. Demographic characteristics of employees or teachers have influence on their level of occupational experience. Demographic factors include age, gender, education, teaching experience, salary, and marital status. Demographic characteristics influence attitudes with regards to productivity, involvement, commitment, on one hand, and on the other hand, the degrees of absenteeism and staff turnover or intention to leave (Shaml and Jalus, 2014).

Age:

In general, two different patterns of findings about occupational experience and age can be found. One is that, occupational experience is relatively high for the young workers, declines in middle age and then rises again with further age. The other is that, there is a steady increase in

motivation and occupational experience with age. Rhodes (1983) concluded that overall occupational experience is related to age. Older workers appear to evidence greater occupational experience with their employment than younger workers. While many research works suggest a linear relationship (Mottaz, 1987; Weaver, 1980), other studies (Kacmar, Carlson & Brymer, 1999) report a U-shaped relationship. Clark (1996) suggested that younger workers may feel motivated because they have little experience about the labor market against which to judge their own work. Clark (1996) noted that older workers may have reduced aspirations as they realize that they face limited alternative choices as they get older. Loscocco (1990) similarly suggests that occupational experience increases until age 40, then levels off, and then finally increases again when employees reach their late 50's. From Table 4.2.2.1 it is clear that respondents between the ages of 26 and 35 years had lower motivation and occupational experience as compared to respondents whose age ranges from 36-54 and 46-60 years. This agrees perfectly well with the literature above. With regards to extrinsic factors, the level of motivation for respondents within 36-54 and 46-60 years are significantly higher with a percentage of 70%. Therefore the hypothesis two that older teachers are more likely to report higher occupational experience than younger teachers is supported. However, with regards to extrinsic factors, age did not have statistically significant effect on the respondents' motivation. This may be due to the fact that good name associated with prestige are more valuable to older people in Ghana than material wealth.

Gender:

Research works on the relationship between occupational experience and gender yielded conflicting findings. Happock, (1935) explains that females have higher level of motivation than males. But Hulin and Smith, (1963); Locke et al, (1963) explains just the opposite indicating that males are more motivated than females with regards to motivation and occupational experience.

Darey et al, (1984) and Golding et al, posits that there is no difference in gender with regards to occupational experience. Table 4.1.1 also shows that sex of respondents did not have any statistically significant effect on the overall motivation and occupational experience at 50%. Weaver (1978) directly compared sources of occupational experience for samples of both sexes. He found that both sexes derived motivation from factors such as income, autonomy, and prestige. However, married women experience additional stress due to role conflict. Andrissani and Shapiro indicate that “conflicting responsibilities at work and at home among these females with dual careers may prevent such working women from making full use of their productive talents to their best.

Educational Qualification:

When educational qualification is used as a variable to review the occupational experience, it was found that the relation between the qualification and motivation can be positive as well as negative. Carell and Elbert (1974) indicate that the qualification has a negative impact on occupational experience. It has been observed that fresh graduates with higher qualification are not motivated with the mundane job they do. This finding may be partly attributed to the fact that teachers with higher degrees are exposed to more alternative job opportunities and may think that they are missing out on the conditions enjoyed by their colleagues of similar qualifications in non-educational sectors. From Table 6, it was observed that the educational qualification of the teachers did not have any statistically significant effect on their overall occupational experience at 65%. Therefore, the respondents do not differ in their occupational experience with regards to their highest educational qualification.

Teaching Experience:

Fraser, Draper and Taylor (1990) made a research about the professional lives of teachers focusing on the level of their occupational experience. Teachers who had the working experience from 5, 10, and 15 years were sampled. The data was compared among different cohorts of teachers. The result showed that teachers with longer teaching experience are overall less motivated with teaching. But on some specific aspects of occupational experience, differences are statistically significant. To test the fourth objective of this study, the hypothesis is that, teachers with more teaching experience are likely to report higher occupational experience than teachers with less teaching experience. In the same vein with the result of the study of Fraser et al (1990), results from the analysis in Table 4.2.7.1 depicts that the years of teaching experience did not have any statistically significant effect on their overall occupational experience and performance at the 55%. However, years of teaching experience had statistically significant effect on their motivation with intrinsic factors at the .05 level of significance

Marital Status:

Bruce and Blackburn (1992); Locke et al. (1983) conclude that individuals' social needs can be motivated through the love and compassionate feelings shared with the family members, spouse and other kith and kin. An understanding and helpful family members can raise the level of motivation and occupational experience of an individual. Researchers have discovered that the positive characteristics displayed in a work place are the ones coming from a well groomed family. People who have such families tend to have higher level of occupational experience compared to others because of the frank and open communication with the family members. From Table 4.3.2.1 of the research analysis, it was observed that teachers who are married reported to have high occupational experience while teachers who are unmarried reported a low motivation and

occupational experience. Therefore, the respondents do not differ significantly in their occupational experience with regards to their marital status.

Salary:

Salary has significant impact on occupational experience. Occupational experience increases with the level of increase in salary. Teachers like any other worker, joined the teaching service with certain expectations. For example, to meet their basic physiological needs like accommodation, health, food, clothing, etc. The salaries and wages people receive help them satisfy these needs (Peretomode, 1992). As these basic needs are being met, more higher needs like job interest, status, recognition and working conditions set in (Heller, 1990), not including reasonable class size, satisfactory academic performance among students, and a body of disciplined students.

Choice of Career as a Determinant of Occupational Experience

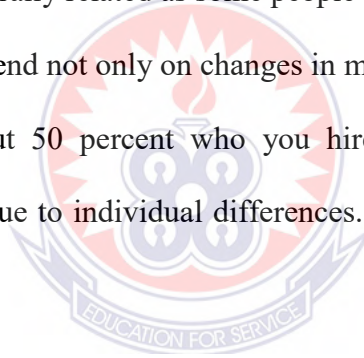
How people choose their career highly contributes to their level of occupational experience. Selecting a career is fundamentally important to who we are and what we are as a person. In fact, it is a decision that affects everything in our future including the person we are going to marry, the neighborhood in which we will live; who our friends are going to be and how much money we will have to spend. From the literature it has been observed that people do not adequately investigate, analyze and choose their careers properly. According to Krumboltz (2013), many young people never make career decisions; they simply follow the path of least resistance. Family members or friends pressure young people toward options that avoid temporary unemployment. This has led many people to the wrong jobs. Consequently, they endure the demotivation because it is quite difficult to find jobs in third world countries, in recent times. Krumboltz, (2013) and Rao, (2011) have recommended that more time should be spent in schools to educate young people

on career development so that people can consciously choose their right career paths. Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance, and disengagement. In each stage, one has to successfully manage the development tasks that are socially expected of persons in the given chronological age range. The concept of career maturity denotes the degree that a person was able to fulfill the vocational developmental tasks required in each stage. Krumboltz recommended that we launch a campaign to make “occupationism” as unpalatable as sexism and racism, only then will we be able to help people find work activities that are enjoyable and at the same time, enable them to retain the respect of their family and friends. Occupationism includes all forms of judging individuals on the basis of their membership in a group. The harm of occupationism is that people are often dissuaded from going into occupations which they would be quite successful and happy because these occupations are not ranked high enough in the prestige hierarchy.

Motivation and Occupational Experience

The relationship between motivation and occupational experience has been studied extensively throughout the history of industrial/ organisational psychology (Judge, Thoresen, Boro, Patton, 2001). Employees’ motivation is the affective state of employees regarding multiple facets of their jobs (Brown & Peterson, 1993). Occupational experience on the other hand, consists of the observable behaviours that people do in their jobs that are relevant to the goals of the organisation (Campbell, McHenry, & Wise, 1990). Occupational experience is of interest to organisation because of the importance of high productivity in the workplace (Hunter & Hunter, 1984). Johns, (1996) posits that the relationship between experience and productivity is positive, but very low and inconsistent. Luthans (1989) also indicates that although a relationship exists, the relationship between these variables is not strong. At an individual level, the evidence is often

inconsistent in terms of the relationship between motivation and experience, but at an organisational level, a strong relationship exists between experience and productivity (Robbins et al, 2003). Past researchers have explicitly detailed the likelihood that motivation and occupational experience simultaneously cause each other (Judge et al, 2001; Wanous, 1974). However, according to Cook (2008), the phenomena of motivation causing performance and of performance causing experience are not mutually exclusive. The relationship between motivation and occupational experience is partly spurious: meaning that part of the relationship is actually due to common causes of motivation and occupational experience rather than a substantive causal relation between the two. One serious implication for practice is that motivation and occupational experience are not as strongly causally related as some people consider them to be. Changes in an employees' experience likely depend not only on changes in motivation, but also on who is hired. Occupational experience is about 50 percent who you hire (50% attributable to individual differences) and 50 percent not due to individual differences. So whom an organisation hires is important.



CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This last chapter presents the summary of general observations concerning motivation and teacher occupational experience in the GES. It also concludes with recommendations, which would help in achieving the desired level of occupational experience in the country.

5.1 Summary of Findings

The findings of the study are outlined below as follows:

First, the study was intended to find out if there was any relationship between motivation and teacher occupational experience in Ullo Senior High School of Jirapa Municipality in the Upper West Region of Ghana. The finding indicated that there was a very positive relationship between motivation and teacher occupational experience or performance. The study revealed that like the private organizations, the GES also have issues of motivation in the service. It came to light that almost all teachers irrespective of their ranks feel demotivated to work hard. A lot of employees are unhappy with situations at their working environments and which is the main cause of regular strikes and poor academic performance in the GES. Staff relations refer to social and professional relationship of teachers with other teaching staff (Boyd et al., 2011). According to Allensworth et al. (2009), when the teachers feel a collective responsibility towards improvement of school and enhancing students learning, then they show more intention to stay in that school. Many other studies found that positive relationship of teachers with their colleagues also impact on their staying intentions in school (Darling-Hammond, 2003; DuFour & Eaker, 1998; Glaser, 2003).

According to (Boyd et al., 2011), facilities refer to the physical work places of teachers and the available resources to them. According to many studies, facilities have been associated to teacher career paths (Corcoran, Walker, & White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, & Harrison, 1989). Many studies have found through teachers' survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., (2005); Buckley, Schneider & Shang, 2005; Johnson, 1990). According to them teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run. From the study, teachers indicated that the following motivational factors such as community relationship, T/L environment, relationship with supervisors, affirmative policies in GES, interpersonal relationship within the school, present salaries, status/recognition, opportunity for promotion, reward systems and career enhancement, incentive packages, further studies and reward systems, study-leave and in-service training, service conditions and fringe benefits and safe working conditions influence teachers to work hard. They also affirmed that failure by the GES and the government to ensure that these motivational factors are well executed will result in poor performance of teachers in Ghana. Ingersoll and Smith (2003) found that more teachers leave their jobs due to working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than that of other reasons such as salaries. Tickle, Chang, & Kim in (2011) also observed that working conditions have emerged as the main source of teacher demotivation and teacher turnover. Similarly Marvel et al. (2007) showed importance of working conditions in retention of school teachers. Nyagaya (2015) conducted a study on the factors influencing teacher's level of occupational experience in public primary schools in Kayole division, Embakasi sub county, Kenya on 20 public primary schools with 220 respondents using

descriptive research design. The study revealed that remuneration influenced positively teachers' level of motivation and occupational experience. Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' demotivation with their job. The number of lessons taught per week (workload) also affected teachers' level of motivation and occupational experience.

Second, from the results of the study it was confirmed that the effects that motivation has on teacher occupational experience include motivation enhance teacher performance, teachers are punctual & regular to school, teachers plan & execute lessons well, teachers determine a student's output, teachers must have prowess & repertoire to teach, teachers use TLMs to teach in all lessons, teacher-pupil ratio is high in schools, teachers give exercises to meet profile dimension, teachers give more attention to teaching, motivation ensures teachers discipline, motivation increases teacher innovation and creativity and motivation ensures teacher retention in the job. This showed that motivation has a direct relationship with teacher occupational experience and performance and when teachers are well motivated they will put up their best improve students' academic performance. When we examine theory in practice, some of the findings from Griffith's (2004) research suggest that the size of the bonus and the active support from principals are also important in teacher motivation. Teachers do not get motivated by the pay bonus unless they find the amount large enough. Also, active commitment of the administrators is the key to the success of group reward programmes. Furthermore, perceptions of the teachers on fairness have an influence on their motivational reactions; therefore it may be necessary to explain the logic behind the performance measures, the mechanics of the programme, and the level of improvement in goals. Last but not least, face validity of student achievement assessments, other measures of school performance and reliability are also found to be important in reward programmes (Griffith, 2004).

Third, it was also confirmed from the study that the challenges facing teacher motivation in Ghanaian senior high schools include lack of opportunities for promotion, rewards and career enhancement, poor facilities and learning environment, lack of or poor incentives, low level of community support, poor and inaccessible fringe benefits and poor condition of service. According to the teachers poor incentives, poor and inaccessible fringe benefits and lack of opportunities for teacher promotion among the lot seriously affect the teacher occupational experience in the secondary schools in Ghana and they therefore gave a clarion call to the government and GES to improve upon the welfare services of the Ghanaian teacher for them to work hard in salvaging the country from the current devastating educational performance of Ghana in the world view.

Furthermore, it was also clear from the results of the study that the recommended strategies that can help improve teacher motivation in the senior high school level in the country include incentive packages for teachers, respect and recognition of teachers, provision of infrastructure for schools, good condition of service and rewards for teachers, high salary for teachers, provision of requisite teaching and learning materials, good supervisor/GES authorities-teacher relationship, flexible promotion terms, organise in-service training for teachers, community and parental support for teachers, retention of high level man-power and effective implementation of the Three-tier pension scheme. According to the teachers, their performance and occupational will be booted if the government increase their salary, give them better conditions of service and creates opportunities for teacher promotion and further studies.

It was again observed from the survey that a very large number of the employees, in fact about 53.3 percent are concerned with motivational factors like pay, incentives, promotion and achievements etc. Employees in the GES today are concerned with promotional, status and achievements, service conditions and benefit than pay as has always been. After all, some people

will love to teach no matter the salary. Besides it has to be reiterated that teachers are the most highly paid of all civil servants and when comparisons are being made to the paramilitary forces for instance the reference is to conditions of service. The NAGRAT especially has always demanded a review of the terms and conditions of service of the graduate teacher.

5.2 Conclusion

Overall, for motivation to be effective, a holistic approach must be adopted. We should be mindful of the fact that people are motivated by their own individual goals and desires. Knowing people and understanding their needs may do the trick. An assumption that all employees will be motivated by a thing such as salary increase will be a recipe for failure. It should also be realized that teachers like any other employees have varied background and experience. They will therefore be motivated by feelings and sensitivities than by logic and facts. This is because not all individuals have the same means and desire and success of a particular motivational technique would depend upon an individual personality, occupation, cultural background: there are no “image bullets” that are guaranteed to improve all workers’ experience. For instance, employees can quit a high-paying job because they do not feel appreciated, do not like environment or do not feel challenged. Involving graduate teachers in more extracurricular activities within the community may improve their recognition in society and enhance their status. Also, improving teacher motivation through the improvement of salary, conditions of service and their involvement in decision-making is more likely to impact positively on teacher experience. The more teachers are demotivated with their involvement in decision-making, the more likely their experience could be negatively affected. Conversely, when teachers are motivated with their participation in decision making, the more their experience could be positively impacted.

5.3 Recommendations

In view of the findings and conclusions of the study, the following recommendations are offered for informed decision.

First, GES should improve and reinforce relevant human resources, policies, improve working conditions and compensations of teachers.

Second, the government should collaborate with the GES to make salary, conditions of service and motivation issues policy priorities. In this respect, salary parity analysis could be conducted to ensure that conditions of service of teachers and other sectors of the economy are equitable to motivate teachers' to work hard.

Third, GES should provide teachers with effective training, decent working conditions and enhanced remuneration; and by sensitizing all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession in order to motivate teachers to work hard.

Also, GES should consider some commensurate reward systems for higher certification. Gone are the days when graduate teachers were not only the la crem de la crem but were also scarce.

Furthermore, the labour or welfare unions in GES have to orientate their members to understand that they would be motivated when they are able to work hard to increase performance. Workers have to understand that management can do very little about their condition of service if the organization is not productive.

More so, Government should make the teaching attractive monetary and non-monetary wise to improve upon the teacher retention and above all teacher- pupil ratio. There must also be constant review of these motivational factors since their status could change at any time. It is high time the government, civil society and the service stopped using the argument of numbers of teachers in

denying them their due. Such argument are not only an evasion of responsibility, they are also demoralizing.

Lastly, Government should make the pension package of teachers juicy and motivating.

5.5 Suggestion for Future Research

The findings of this study have limited generalisation and may need to be confirmed by further researches in other schools. It is therefore suggested that a similar study should be conducted to a larger population involving more government secondary schools in different setting in Ghana so as to determine whether working conditions influence teachers' experience, which result into teacher absenteeism, lateness, and low student academic performance.



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APPENDIX I
UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE ON EXPLORING THE RELATIPONSHIP BETWEEN
MOTIVATION AND TEACHER OCCUPATIONAL EXPERIENCE

My name is Diana Puopelle. I am pursuing Masters in Educational Leadership at the University of Education, Winneba. The purpose of this survey is to gather data for my thesis as part of the programme requirements. I would be grateful if you could respond to the questionnaire to enable me write my thesis. I would like to stress that this exercise is purely for academic purpose and respondents' confidentiality would be highly assured. Kindly check the correct response by a tick () to each item in the appropriate box. Where additional information is required, please supply it in the space provided.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

1. Sex: Male Female
2. Age: A. 20-29 years B. 30-39 years C. 40-49 years D. 50-59 years
- E. 60 years and above
3. Marital status Married Unmarried Divorced
4. Level of education
- A. GCE "O" Level/SSSCE/WASSCE/GCE "A" Level
- B. Diploma
- C. First Degree

D. Master's Degree

E. PHD

5. Are you a professional teacher? YES NO

6. If yes, what is your highest professional qualification?

3 Year Post secondary Specialist PGD BEd MEd

7. Rank:

Assistant Superintendent

Principal Superintendent

Assistant Director II

Assistant Director I

Deputy Director

Director



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

1 – 5 6 – 10 11 – 15 16 - 20 21 and above

9. Position held: Subject teacher Head of Department Form Master/Mistress

Headmaster House master/Mistress Senior House Master/Mistress ASS. Head

SECTION B: MOTIVATION AND TEACHER OCCUPATIONAL EXPERIENCE

10. What factors influence teacher motivation and experience in Ghana?

Statement	SA	A	D	SD
Status/recognition				
Present salary				
Interpersonal relationships in school				
Relationship with supervisors				
Timely Promotion & reward system				
Affirmative policies in GES				
Study –leave & in-service training				
Higher academic pursuit & rewards				
Service Conditions & fringe benefits				
Relationship with community and parents				

Incentive packages				
Teaching & learning environment				

11. What are the effects of motivation on teachers' occupational experience?

Statement	SA	A	D	SD
Motivation enhance teacher performance				
Teachers are punctual & regular to school				
Teachers plan & execute lessons well				
Teachers determine a student's output				
Teachers must have prowess & repertoire to teach				
Teacher-pupil ratio is high in schools				
Teachers use TLMs to teach in all lessons				
Teachers give exercises to meet profile dimension				
Teachers give more attention to teaching				
Motivation ensures teachers discipline				

Motivation increases teacher innovation and creativity				
Motivation ensures teacher retention in the job				


SECTION C: TEACHERS DEMOTIVATION AND THE STRATEGIES TO RESOLVE IT

12. What are the challenges facing teacher motivation and occupational experience?

Statement	SA	A	D	SD
Low prestige / status in society				
Poor conditions of service				
Lack of teaching and learning material				
Inadequate or poor salary				
Poor relationship with supervisors and within the school environment				
Teachers not teaching well				
Lack of opportunities for promotion, rewards and career enhancement				

Lack of or poor incentives				
Poor facilities and learning environment				
Low level of community support				
Poor and inaccessible fringe benefits				
Poor condition of service				

13. State strategies that can be adopted to improve teacher motivation in senior high schools in Ghana.



Thank you for your response(s)