# Analysis of Teachers Motivation on the Overall Performance of Public Basic School in the Wa Municipaly.

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**ABSTRACT**

Motivation has been used to encourage teachers as well as students themselves to increase students' academic performance. Although research on motivation is extensive, few researchers have examined teachers' perceptions of teacher motivation and its impact on student achievement. The purpose of this phenomenological study is to analysis how teachers motivation affect the performance of students at the basic level and to perceived the effects of teacher motivation on student achievement over the past five (5) years in the Wa Municipality, job satisfaction influence on teacher motivation, Maslow's hierarchy of needs and Herzberg et al.'s two factor theory,Serves as the conceptual framework.The sample unit involved twenty – five (25) public basic schools in the Wa Municipality and the personnel from the GES, with views of 100 respondents (teachers) in the sampling unit; the composition of the respondents was sampled from twenty (20) randomly selected schools from the sampled eight (8) circuits in the municipality were interviewed. All relevant statements were coded, categorized, and grouped into cluster of themes. All participants reported that teacher motivation affected student achievement and they believed it played a role in their student's achievement however, despite this motivation there have being fluctuations in performance of student in the municipality over the past five(5) years.

Findings provide Municipal and community stakeholders with an understanding of teacher motivation on student's performance, the implications for positive social change include improving teacher motivation, which may lead to improved student academic achievement.

**KEY WORDS:**Trends of Teacher Motivation, Performance of Student, Needs satisfaction, teacher's attrition, Ghana Education Services.

## 1.0 INTRODUCTION

In most developing countries especially Ghana, there is a widespread desire to change the educational system to meet the new social and technological needs. In a country like Ghana, dropout tendencies and teachers' motivation have posed a lot of repercussions for the educational sector.

Organizations invest a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization. Significantly, motivation is very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Although, there is no standard framework for understanding the employees motivational process as whole, a wide range of factors have been found useful in interpreting employee motivation. Therefore, there is need to develop a further understanding of the employee motivation, more especially, the sources- what determines employee motivation, effects and strategies that managers can put in place to develop motivational packages for their employees.

With globalization, which is heightening competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees.

These employees are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated Meaghan et al. (2002). Therefore, managers must recognize that employees as major contributors to the efficient achievement of the organization's success Abbasi et al. (2000).

Managers should include motivational packages as part of incentives to enhance performance for the benefit of the organization.

It is acknowledged that education is an engine for growth and development thus, the research study tries to bring home the effects of teachers' motivation on the overall performance of the Ghana Education Service (GES), particularly that of the public basic schools in the Wa Municipality.

The human resource is a vital asset in the performance of any organization or institution and Ghana Education Service (GES) as one of those organizations with the teachers in the hearth of its operation, tasked with the execution of the national or municipal educational policy cannot be overlooked.

According to Paul Bennell and Kwame Acheampong (2007), ''Over one-third of all the teachers at the survey primary schools in five of the six extended casestudy countries indicated that teachers at their school are 'poorly' or 'very poorly' motivated.Motivation levels appear to be chronically low in Ghana and Zambia.Teachers are expected to render a very high job performance, and the Ministry ofEducation is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004).

Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005).

On the contrary, the other side of the contract has not being met by the stakeholders to ensure that the teacher is well off to deliver up to the required expectations.

Earlier research done on the subject matter by researchers in Pakistan, Nigeria, and the whole Sub-Saharan Africa as well notable case studies carried in Ghana on Education Management Information Systems, Induction for Teacher Retention, Motivation and Incentives for teachers and Teachers Job Satisfaction and Motivation for school effectiveness have yielded results to support the idea of motivation of teachers if there is to improvements in the performance of the schools.

Relevant statistics from the Wa Municipal Education Office indicates that even though the staffing of the public basic schools increased within the period of 2004 and 2009 from 787 to 1138 the performance of students fluctuates from one year to another.

However, no such research has been done concerning this area and in the Wa Municipality; I therefore seek to analyze the effects of teachers' motivation in the public basic schools especially in the Wa Municipality

## 2.0 RELEVANCE OF THE STUDY

The relevance of this research will be seen in how far it supports or refutes prior claims about motivation amongst teachers in the municipality and, if possible, teachers around the country. For example,Adams (1963), Denga (1996), Filak and Sheldon (2003), Hoppock (1993), MaKenna (2000), Michaelowa (2002), Reis *et al.*

The overall purpose of the study is to analyze and explain teachers' work motivation in relation to teachers' needs satisfaction for public school effectiveness in the Wa Municipality in terms of their performance. To a large extent, this work will be built on the theoretical frameworks of scholars like Herzberg, Mausner and Snyderman(1959) and Maslow (1943, 1970).

## 3.0RESEARCH METHODOLOGY

The primary purpose of the present research is to test these ideas in the education environment, using teachers' motivation ratings as the dependent variables and students' performance of the public basic schools as the independent variables. A survey research design is used in this study to investigate the impact of motivation of the teachers on the performance of the public basic schools. The thematic foundation of this research study rests on the need-based approach or content theory of motivation. To this end, questions in the questionnaire followed in many ways and themes the classic works of Maslow (1970) and Herzberg *et al.* (1959) and other content theory scholars .Data was collected from both primary and secondary sources.

Primary data  was used to have first hand information on the concerned topic, this came from the interviews and the responses to the questionnaires administered with relevant literature  reviewed from documents, journals, annual reports of the GES particularly that of the Wa Municipal Education Service.The sampling unit involved the level of teachers' motivation as well as the level of students' performance in the public basic schools for past five years. The sample unit involved twenty – five (25) public basic schools in the Wa Municipality and the personnel from the GES, with views of 100 respondents (teachers) in the sampling unit; the composition of the respondents was sampled from twenty (20) randomly selected schools from the sampled eight (8) circuits in the municipality. The various circuit supervisors of the sampled circuits and head teachers of the sampled schools were interviewed.

## 4.0 METHODS OF DATA ANALYSIS AND PRESENTATION

Descriptive statistics that is, the mean, standard deviation and variance of the respondents' scores to all the statements in each of the sections of the questionnaire was computed. The test of significance is primarily performed at the probability level of $p < 0.05$. To arrive at the intended analyses, the participants' responses were keyed into SPSS version 18.0 software and several sets of statistical analyses were performed: mean point value, standard deviation and the variance. One-way-analysis of variance (ANOVA) is employed to test the relationship between the levels of teachers' motivation and the levels of students' performance.

The chi-square is used to test for statistically significant differences in the level of teachers' motivation as well as the levels of students' performance in the Wa Municipality.

## 5.0 LITERATURE REVIEW

This looks at the various literatures on teachers' motivation. First areviewed literature on the definition of motivation, the forms and theories of motivation. I also look at the trends of teacher motivation, why teacher motivation is so low and its impact of schooling **5.1DEFINITION, FORMS AND THEORIES OF MOTIVATION**

Work motivation refers to the psychological processes that influence individual's behavior with respect to the attainment of workplace goals and tasks.

However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment (http://en.wikipedia.org/wiki/Motivation?wasRedirected=true, 12th January, 2011, 13:37).


There are two key inter-related aspects of motivation - 'will-do' and 'can-do'.
'Will-do' motivation refers to the extent to which an individual has adopted the organizations goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realize organizational goals. (http://en.wikipedia.org/wiki/Motivation?wasRedirected=true, 12th January, 2011, 13:37)
A teacher may be highly committed to the attainment of the school's learning goals, but he or she may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating.
The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in those low income countries where pay and other material benefits are too low for individual and household survival needs to be met.
Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realized. A key empirical issue is therefore to establish the extent of this problem. (Cosmas Cobbold, August 2007, pages7 to 18).

## 5.2 FORMS OF MOTIVATION

Intrinsic motivation
Refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students.
Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory. Students are likely to be intrinsically motivated if they,attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),are interested in mastering a topic, rather than just rote-learning to achieve good grade
Extrinsic motivation
This comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.Social psychological research has indicated that extrinsic rewards can lead to over-justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward. Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management Professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive.
 These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

## 5.3THEORIES OF MOTIVATION

Motivation can be studied through several broadapproaches vis-à-vis content or need based theories, process theories and reinforcement theories.
However, the term employee motivation is a complex and difficult term to define; therefore aprecise definition of this concept is elusive as the notion comprises the characteristics ofindividual and situation as well as the perception of that situation by the individual (Ifinedo 2003;Rosenfeld & Wilson 1999). An organization's liveliness, whether public or private, comes fromthe motivation of its employees, although their abilities play just as crucial a role in determiningtheir work performance their motivation (Lewis, Goodman & Fandt 1995). Golembiewski (1973,p. 597) refers to motivation as the degree of readiness of an organization to pursue somedesignated goal and implies the determination of the nature and locus of the forces inducing thedegree of

readiness. To Kelly (1974, p. 279), motivation has to do with the forces that maintainand alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987, p.176), employee motivation is the complex forces, drives, needs, tension states, or othermechanisms that start and maintain voluntary activity directed towards the achievement ofpersonal goals. In short, Dessler (2001) defined motivation as the intensity of a person's desire toengage in some activity.

It follows therefore that there is a relationship between motivation and job satisfaction,which is paramount in any organization's existence. However, the concepts of motivation andjob satisfaction are often confused with one another. Peretomode (1991) citing Gibson, et al.pointed out that the two terms are related but are not synonymous. They acknowledged that jobsatisfaction is one part of the motivational process. While motivation is primarily concerned withgoal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing variousjob activities and rewards. It is possible that an employee may display low motivation from theorganization's perspective yet enjoy every aspect of the job. This state represents high jobsatisfaction. Peretomode (1991, p. 113) also argued that a highly motivated employee might alsobe dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivatedworker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and generalperformance and contribution to organizational objectives and goals.

## 5.4 NEED-BASED APPROACH OR CONTENT THEORY
Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg et al.'s two factor theory.

## 5.5 ABRAHAM MASLOW'S HIERARCHY OF NEEDS
Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories.According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find the hierarchy model very attractive (Naylor, 1999).
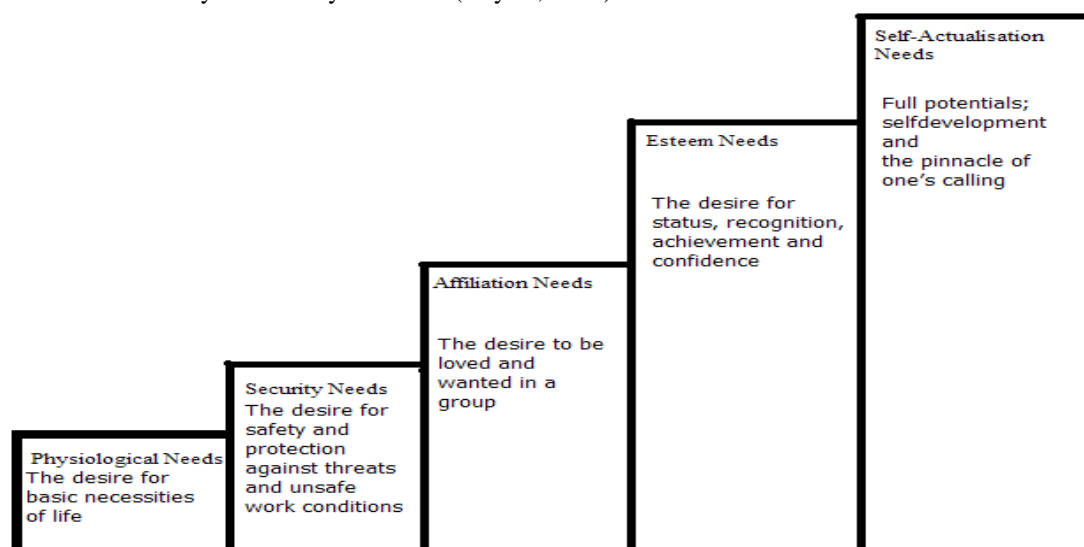


Figure 1: Maslow's Hierarchy of Needs

Self-Actualisation Needs

Full potentials; selfdevelopment and the pinnacle of one's calling

Esteem Needs

The desire for status, recognition, achievement and confidence

Affiliation Needs

The desire to be loved and wanted in a group

Security Needs
The desire for safety and protection against threats and unsafe work conditions

Physiological Needs
The desire for basic necessities of life

## 5.6 HERZBERG ET AL.'S TWO FACTOR THEORY

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to

Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content:

Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder.

They posited that these factors are associated with job context or what people actually do in their work and classified 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.
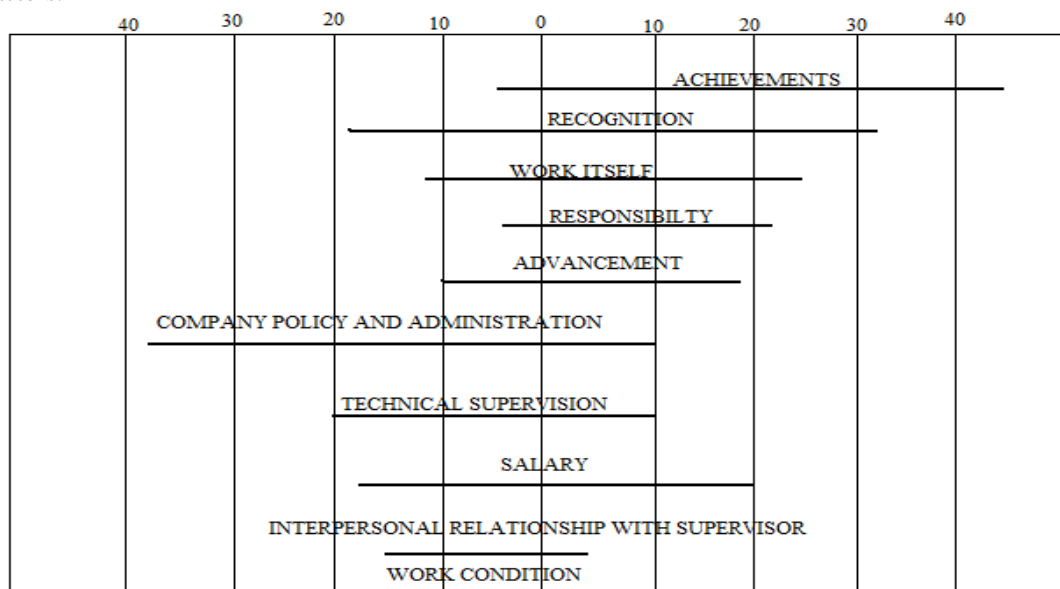


**Figure 2: Summary of Herzberg et al.'s Research Findings; Schoderbek *et al*. (1988: 270)**

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542). Applying these concepts to education for example, 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 focus.

In addition, highly motivated and need satisfied teachers can create a good social,psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje et al.

(1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to posses the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

## 5.7 PROCESS THEORIES

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor,1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995: 502).

As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity.

Research by McKenna (2000, p. 112) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

According to Lewis et al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

## 5.8 REINFORCEMENT THEORIES

Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999, p. 549). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical.

Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Lewis et al., 1995).

## 5.9 THE TRENDS OF TEACHER MOTIVATION

Regardless of development status, the teaching force in most countries has never enjoyed full professional status. However, the status of teachers as a compared to other professions is so low that it has become 'employment of the last resort' among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. The status and pay of primary school teachers compared to secondary school Teacher status itself is an indirect measure of the health of a national educational system.

Education in many low income countries, especially in sub Saharan Africa, is viewed as being part and parcel of 'failing economies' and weak and failing states. The provision of education and training services has not therefore had the strong, positive symbiotic relationship with successful development, as in the newly industrializing countries in Asia where teachers continue to enjoy very high status.

The link between education, employment and upward social mobility, which was strong during the 1950s and 1960s, has been seriously weakened as a result of protracted economic crisis (Paul Bennell, Teacher Motivation and Incentives in Sub-Saharan Africa and Asia; Knowledge and Skills for Development, Brighton, June 2004). There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the

2000 EFA Country Assessment for Pakistan notes that poor teacher motivation is a 'colossal problem', which is seriously compounded by 'political interference'.

It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. 'Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing.

This is not low-quality teaching - this is not teaching at all' (World Bank). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in low income countries.

In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

A recent survey in Ghana also concluded that teacher morale is' reasonably high' (Acheampong et al, 2003). Only 13 per cent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession.

Conversely, over 80 percent of primary school teachers recently interviewed in Sierra Leone said they did not want to be teachers (ActionAid, 2003).

Nonetheless, in a recent survey of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004).

Teacher morale also varies noticeable across schools in the same locations.

For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 per cent, moderate/average 22 per cent and poor 33 per cent (Bennell, Bulwani and Musikanga, 2003).

Research in OECD countries has consistently found that 'working with children' is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status (Bennell, 2004).

## 5.10 WHY IS MOTIVATION SO LOW?

A study by Paul Bennell and Kwame Acheampong(2007) in 12 countries, explores the key determinants of teacher motivation in developing countries. Eight areas are delineated, namely teacher and school accountability, security and conflict, the policy environment, teacher competence, vocational commitment and occupational status, pay, working and living conditions, and teacher and system management.

### 5.11 Accountability

The degree to which teachers are properly accountable to their clients (children and parents) and their managers (head teachers and district and national level managers) has a powerful influence on teacher motivation levels. In South Asia, in particular, the 'accountability culture' is very weak.

The politicization of the teaching profession is perhaps the single most important reason for low teacher accountability in South Asia and affects nearly all aspects of job motivation including recruitment, deployment, promotion, and management control.

Interestingly, lack of accountability is much less of a systemic problem in sub-Saharan Africa.

In part, this is because teachers have not been heavily involved in party politics and patron-client relations are not as endemic as in South Asia.

The higher level of accountability of non-formal 'community' schools to parents and the host communities is a key reason for their success. Communities have a sense of ownership of the school, which is largely lacking with government schools. However, these schools account for only a small share of total enrolments (Bennell and Acheampong, 2007).

### 5.12 Conflict and security

War, insurgency and insecurity have had a major impact on teacher motivation and commitment in countries such as Sierra Leone and Nepal. The lack of secure and safe school compounds is also a widespread concern, especially in urban schools in Africa (Bennell and Acheampong, 2007).

### 5.13 The policy environment

Universal Primary Education (UPE) is now the single most important education goal in nearly all low-income developing countries. However, the pursuit of this goal has both positive and negative impacts on teacher

motivation. Efforts to attain UPE goals are usually accompanied by much increased resource flows with the support of international donor partners.

But, at the same time, teachers can become seriously demoralized, especially when teacher recruitment does not keep pace with rapidly increasing enrolments, as has generally been the case. Workloads and class sizes have increased appreciably in many countries as a direct result of the UPE policy. Teachers and teacher unions complain that most of the additional resources have been used to increase enrolment capacity and education quality without directly addressing the professional needs of teachers (Bennell and Acheampong, 2007).

**5.14 Pay**

The overwhelming consensus from the stakeholder and teacher interviews in all but two of the 12 case study countries is that teachers are seriously underpaid and that this, more than anything else, is the key factor undermining teacher morale and motivation. With the sole exception of India, most teachers at the survey schools in the five other extended case study countries rated their pay as poor or very poor.

Teachers in most low-income countries earn poverty wages of USD2-4 a day. Typically, teachers in Africa have at least five direct dependents. Only in India and Lesotho do qualified teachers earn anything like a living wage that cover seven their most basic subsistence needs. The situation for the very large numbers of unqualified and newly qualified teachers is considerably worse. Pay is so low that teachers, like many of their students, do not eat properly before coming to school. Over one-third of teacher respondents in Ghana, Sierra Leone and Zambia agreed with the statement that 'teachers in this school come to work hungry' (Bennell and Acheampong, 2007).

**5.15 Vocational commitment and occupational status**

The low and declining status of the primary school teacher is identified as a major factor contributing to low occupational status and poor motivation in all the country reports. In most countries, this is closely related to limited vocational commitment to teaching among the majority of teachers. The general perception of stakeholders and teachers in all countries is that the teaching profession no longer commands the high status it enjoyed 30 years ago and that teachers, especially primary school teachers, are now 'undervalued by society', The country studies confirm that teaching is very much regarded as 'employment of last resort' by most school leavers and university graduates.

Teachers also complain that the emergence of the para-teacher in many countries (especially in South Asia) has reduced the status of regular teachers. The shortening of pre-service training in many African countries to just one year in college followed by one year of supervised on the job training has also lowered the overall standing of teaching in relation to other professions.

Occupations that have high levels of solidarity are much more likely to have higher levels of self-esteem and thus status and job satisfaction. Occupational solidarity among teachers is generally low in Africa, but quite high in South Asia. In most of the case study countries, teachers have low opinions concerning the overall effectiveness and value for money of their trade unions. Multiple teacher unions are increasingly the norm in both Africa and Asian countries, which seriously undermine occupational solidarity, especially when unions are negotiating with government (Bennell and Acheampong, 2007).

**5.16 Teacher competence**

In all of the 12 case study countries, most head teachers as well as teachers themselves believe that teachers at their schools have the necessary knowledge and skills to perform their jobs well. The main implication of this finding is that teachers are not poorly motivated through self-perceived inadequacies in their capacities as teachers.

Nonetheless, the demand to upgrade qualifications and attend in-service training (INSET) courses is still high (Bennell and Acheampong, 2007).

**5.17 Working and living conditions**

All of the 12 country case studies highlight the huge impact that working and living conditions have on teacher morale and motivation and thus their classroom performance.

The key factors are workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers.

Travel to work tends to be a much bigger problem for urban teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools.

Very large class sizes are the norm for most teachers in all the case study countries. In countries such as India and Pakistan, rural schools typically have just one or two teachers. Not surprisingly, most teachers at these schools feel isolated and lack support and collegiality (Bennell and Acheampong, 2007).

**5.18 Teacher management**

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of

professional responsibility and commitment. Teacher management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision. The findings of the country studies indicate that many teachers, and in some countries, the majority of teachers, do not feel that they are well managed. Management training for school and other key managers tends to be minimal. Political interference in all types of management decisions is also rife in South Asia(Bennell and Acheampong, 2007).

## 5.18 IMPACT OF POOR MOTIVATION OF TEACHERS ON SCHOOLING

All the country case studies by Bennell and Acheampong (2007) conclude that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behaviour and overall performance basic school teachers and thus learning outcomes. Two key areas are identified by the studies, namely the impact on the equitable and efficient deployment of teachers across the country and the professional behaviour of teachers inside and outside the classroom.

### Staffing issues

The country studies confirm that the major staffing challenge for public education systems in most low-income countries remains how to achieve an equitable spatial distribution of teachers between rural and urban areas. The unattractiveness of living and working in rural areas means that most teachers strongly resist being posted to rural schools.

Consequently, rural schools invariably have relatively less qualified and experienced teachers, teacher turnover is higher and, with higher vacancy rates, teachers have to work harder than their colleagues in urban schools.

In all the 12 country case studies, teachers point to high and often increasing workloads as a key contributor to low morale. Given the difficulties of staffing rural schools, teachers at these schools generally have to work a lot harder. Recruitment freezes prompted by the acute fiscal crisis in many countries have also driven up vacancy rates and increased teacher workloads.High rates of teacher attrition through resignations are a key indicator of low levels of teacher job satisfaction and motivation. While resignation rates are very low in all the 12 case study countries, in sub-Saharan Africa this is not the consequence of high levels of job satisfaction, but rather an acute paucity of alternative employment opportunities.

Low attrition in the context of pervasive teacher de-motivation only tends to make matters worse because dissatisfied teachers are unable to leave. High teacher transfer rates between schools are also indicative of teachers who are unhappy with where they are working and, more generally, with what they are doing. This is a major problem in most countries in sub-Saharan Africa. Again, rural schools are affected far more (Bennell and Acheampong, 2007).

### 5.19 Teacher behavior and performance

All 12 of the country studies raise major concerns about the behaviour and performance of teachers, which relate directly to low levels of job satisfaction and motivation. Poor professional behaviour (lateness, absenteeism, laziness) seriously compromises schooling quality and learning outcomes. Also, weak teacher management and lack of a sense of accountability means that public school teachers often get away with under-performance and, at times, gross professional misconduct.

High rates of teacher absenteeism have been consistently reported in recent surveys in Africa, Asia and South America. These can be directly attributed to low levels of teacher commitment and accountability. Absenteeism rates are also quite high in most of the country studies, but only a relatively small proportion of these absences in the African countries are categorized as 'non-authorized'.

There are relatively few teacher dismissals due to gross professional misconduct. However a major problem in many countries is that head teachers lack the authority to be able discipline teachers effectively, industrial action or the threat of industrial action among teachers is common in most of the case study countries. Increasingly frequent official and unofficial strikes are a clear signal of growing levels of dissatisfaction with pay and other conditions of service. In most countries, low pay forces teachers to find additional sources of income.

Secondary income activities create divided attention and loyalty to teaching and impact negatively on the quality of schooling. All the country case studies conclude that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behavior and overall performance of primary school teachers and thus learning outcomes.

Two key areas are identified by the studies, namely the impact on the equitable and efficient deployment of teachers across the country and the professional behaviour of teachers inside and outside the classroom (Bennell and Acheampong, 2007).

### 5.2 Staffing issues

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teacher turnover is higher and, with higher vacancy rates, teachers have to work harder than their colleagues in urban schools (Bennell and Acheampong, 2007).

## 6.0 THEORITICAL FRAMEWORK OF THE RESEARCH

Upon the evaluation of the theories of motivation in relation to our study area, a case study carried on the teachers, students and the GES personnel using questionnaires, focus group discussions, interviews and field observations and field observations led us to the analysis of the responses and observations. Reports were written based on the analysis and deductions and modifications were made to the theories of motivation and the recommendations made for policy formation.

## 7.0 DATA ANALYSIS AND PRESENTATION

This examines the various findings obtained through the analysis and discussion of the data collected from the field survey. Categorically, descriptive statistics of teachers with respect to their demography (age and gender), educational level, qualification status, length of service as well as the variables that influences the motivation of teachers in Wa Municipality.

A chi-square and One-Way ANOVA test wasperformed to establish the relationships and or the significance between and or among the variables. Other issue examined was the level of students' performance and the BECE results from 2006 to 2010.

One hundred (100) questionnaires were administered for the sampled teachers of the various schools in the sampled five (5) circuits in the municipality. Interviews and focus group discussions was held with the circuit supervisors and the head teachers of the sampled schools.A total of 67 out of the 100 questionnaires sent to the randomly selected sample was returned, which represented a response rate of 67%. Out of these 67 questionnaires, 65 were deemed good to be analyzed. In cases where the respondents did not answer every question, the questionnaire was discarded. The survey results presented in this section are therefore based on the data gathered from the 65 questionnaires as well as the views of the circuit supervisors as well as the head teachers.To provide focus and direction, the following research hypotheses formulated was examined for the study. They are as follows;

1. There is no significant relationship between the level of teachers' motivation and performance of the public basic schools in the Wa Municipality.
2. There is a significant relationship between the level of teachers' motivation and the performance of the public basic schools in the Wa Municipality.

Chi-square and ANOVA statistical analysis was used to test the entire research hypotheses. Descriptive statistics that is the mean, standard deviation and the variance of the respondents' scores to all the statements each of the sections of the questionnaire were computed. The tests of significance were primarily performed at the confidence level of 95%.

## 7.1 DEMOGRAPHIC BACKGROUND OF RESPONDENTS

Out of the total number of 65 respondents, 30 representing 46.2% were females while 35 representing 52.8% were males. Other characteristics on the respondents are displayed in the table below.

Figure 1: Demographic Characteristics of the Respondents

| Variables | Attributes | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Female | 30 | 46.2 |
|  | Male | 35 | 53.8 |
| Age (years) | 20-25 | 9 | 13.8 |
|  | 26-30 | 21 | 32.3 |
|  | 31-35 | 10 | 15.4 |
|  | 36-40 | 5 | 7.7 |
|  | 41-45 | 12 | 18.5 |
|  | 46-50 | 5 | 7.7 |
|  | 51-55 | 2 | 3.1 |
|  | 56-60 | 1 | 1.5 |
| Educational level | Diploma | 53 | 81.5 |
|  | Degree | 12 | 18.5 |
| Qualification Status | Qualified | 63 | 96.9 |
|  | Unqualified | 2 | 3.1 |
| Duration of service (years) | Under 5 | 25 | 38.5 |
|  | 6-10 | 14 | 21.5 |
|  | 11-15 | 10 | 15.4 |
|  | 16-20 | 10 | 15.4 |
|  | 21 and above | 6 | 9.2 |
| Valid | 65 | 65 | 100 |

Source: Field Survey, 2011.

From the data collected, majority of the teachers are distributed within the age bracket of 26- 30 years with a sample frequency of 21 representing 32.3% this was followed by the 41-45 age bracket recording a frequency of 12 with a percentage of 18.5% with the least age bracket being 56 -60 with a percentage of 1.5% out of the total 65 teachers evaluated. With the level of qualified teachers in the sample population, those who are certified as qualified teachers recorded 96.9% out of the total 65 teachers used for the analysis, 81.5% of which are diploma holding teachers while the rest of the 18.5% are degree holding qualified teachers.

The length of service of the teachers evaluated had those that have served under five (5) years recording a percentage of 38.5%, those who have served between 6-10 years had a percentage 21.5% while those who have served between 11-15 and 16-20 years all had 15.4% and those who have served for 21 years and above representing 9.2% of the sampled 65 teachers.

## 7.2 FACTORS THAT IMPACT ON TEACHERS' MOTIVATION IN THE WA MUNICIPALITY

The descriptive analysis revealed significant relationships among facets of teachers' motivation factors. The table displays the scores teachers' motivation factors. Of the 6 variables of teaching related sources of motivation measured in this study, teachers were most motivated by the adequacy of salary and allowance payments with a variance of 0.085 closely followed by the nature of their working conditions, which is the nature of their working environments and job security recording a variance of 0.180. The amount of workload also has a bearing on the level of teachers' motivation scoring a variance of 0.196. Importance was accorded to other factors such as availability of opportunities for professional upgrading, frequency of promotion and availability of community support and recognition with variances 0.222, 0.249 and 0.251. Teachers tend to be satisfied if these factors are present in their teaching job and believe that they will positively impact on their job performance.

These factors are ranked in order of their importance in the table below.

Figure 2. Variables of Teachers' Motivation in the Wa Municipality.

| Variables | Number | Minimum | Maximum | Mean | Standard Deviation | Variance | Rank |
|---|---|---|---|---|---|---|---|
| Salary and allowance payments | 65 | 1 | 2 | 1.91 | 0.292 | 0.085 | 1st |
| Working conditions | 65 | 1 | 2 | 1.77 | 0.425 | 0.180 | 2nd |
| Workload | 65 | 1 | 2 | 1.74 | 0.443 | 0.196 | 3rd |
| Opportunities for professional upgrading | 65 | 1 | 2 | 1.68 | 0.471 | 0.222 | 4th |
| Frequency of Promotion | 65 | 1 | 2 | 1.57 | 0.499 | 0.249 | 5th |
| Community support and recognition | 65 | 1 | 2 | 1.55 | 0.501 | 0.251 | 6th |
| Valid Number | 65 | | | | | | |

Source: Field Survey, 2011.

## 7.3 ANALYSIS OF THE TEACHERS' MOTIVATION AND STUDENTS' PERFORMANCE

Based on the variables that are factored in to the level of teachers' motivation, the research revealed a low level of motivation among the teachers' in the Wa Municipality.

This conclusion was buttressed by the testing of the considering Hypothesis 2 (There is no significance difference between the levels of teachers' motivation in the Wa Municipality) using the chi-square statistics which is shown in the table below.

Figure 4: Respondents' Views on the level of Teachers' Motivation using Chi-Square

| Attributes | Observed Frequency | Expected Frequency | Residual |
|---|---|---|---|
| High | 4 | 32.5 | -28.5 |
| Low | 61 | 32.5 | 28.5 |
| Total | 65 | | |

Source: Field Survey, 2011.

From the table above the chi-square calculated were 49.985 against a critical value of 0.000 with our degree of freedom being 1 at a 95% confidence level. Hypothesis 2 is therefore rejected showing that there is a significant difference between the levels of teachers' motivation in the Wa Municipality.

In analysis of the BECE results for the past five years and in conjunction with the teachers' response on the levels of student's performance in the Wa Municipality Hypothesis 3 (There is no significant difference between the levels of students' performance in the Wa Municipality) was evaluated.

Figure 5: Respondents' Views on Level of Students' Performance using Chi-Square

| Attributes | Observed Frequency | Expected Frequency | Residual |
|---|---|---|---|
| High | 21 | 32.5 | - 11.5 |
| Low | 44 | 32.5 | 11.5 |
| Total | 65 | | |

Source: Field Survey, 2011.

The statistics from the chi-square shows that the calculated value of 8.138 and a critical value of 0.004 with the degree of freedom being 1 at 95% confidence level. The inference drawn from this is that there is a significant difference between the levels of students' performance in the Wa Municipality therefore the rejection of Hypothesis 3. This inference confirms the declining nature of the performance of the basic schools students from 76.5% to 71.3% with the years 2006 to 2010 under review as well as the response of the teachers which recorded a declining level of performance.

## 7.4 EFFECTS OF TEACHERS' MOTIVATION ON STUDENTS' PERFORMANCE

To test to what degree differences that exists between the levels of teachers' motivation towards the levels of student's performance one- way ANOVA was employed.

The independent variable tested was: level of students' performance (Hypothesis 1). This was computed and the result showed that significant differences existed in the respondents' opinion based on their level of motivation (f calculated = 0.101, f critical =0.752 at a 95% confidence level). In other words, from the result, when teachers are well motivated it will translate into a rising trend in the performance of the public basic schools in the Wa Municipality.

 The test results are displayed in the table below.

Figure 6: Level of Teachers' Motivation on Students' Performance using One-Way ANOVA

| | Sum of Squares | Df | Mean Squares | F | Sign. |
|---|---|---|---|---|---|
| Between Groups | 0.006 | 1 | 0.006 | 0.101 | 0.752 |
| Within Groups | 3.748 | 63 | 0.059 | | |
| Total | 3.754 | 64 | | | |

Source: Field Survey, 2011.

## 8.0 SUMMARY, RECOMMENDATIONS AND CONCLUSION

This focuses on presenting in brevity the major findings of this study, conclusion and recommendations derived from the major findings.

## 8.1 SUMMARY OF FINDINGS AND RECOMMENDATIONS

This study explored the conflicting approaches to the theories of motivation. The researchstrategy and design was much in line with the need-based or content theories of motivation. Thestudy supports the theory that the needs satisfaction or work-related needs of employees,regardless of national background, can be grouped according to need theories of motivation(Ifinedo 2003, 2004). While we recognize that priorities accorded job and needs satisfactionperception may differ, the results of this study did not depart significantly from previous worksand literature reviews on job motivation of employees in general.

This study'sresults agreed with most of the findings regarding the relationship between job motivation and job performance (e.g. Adams, 1963; Herzberg *et al.,* 1959; Ifinedo,2003, 2004; Ladebo, 2005; Roe, 1970; Ulom & Joshua, 2004; Ulom, 2001). Overall, teaching related sources of job motivation seem to have a greater impact on job performance. The resultsof the analysis indicate that pay and salary allowance, working conditions, the workload, availability of opportunities for professional upgrading, frequency promotion and the existence of community support and recognition. Therefore, this study also supports Denga (1996) study of human engineering forhigher productivity.

The likely explanation for the findings of this study is that Wa Municipal teachers need adequate and reasonable salary and allowance payments to commensurate with the job they do for them to be able to satisfy their basic needs in lifesuch as food, clothing, health-care, etc. When teachers' needs are satisfied, it promotes theirpsychological well-being and enables optimal functioning and performance (Reis *et al*., 2000;Ryan, 1995). On the contrary, when teacher's environment or personality style does not affordthese kinds of experiences, they fail to thrive. Also, an individual is best off when his or herneeds are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Wa Municipal teachers' dissatisfaction with the salary and allowance payments, opportunities for professional upgrading, frequency of promotion as wellas better working conditions were associated with the intention to leave the teaching profession (cf.,Ladebo, 2005). Teachers feel that they are

cheated, underpaid and made to work in insecureconditions where the Ghanaian government pays less attention to teachers' dignity andself-esteem.

Teachers are human beings with various needs to be satisfied, and failure to have suchneeds satisfied leads to frustration, nonchalant attitude towards work and rebellion (Adams, 1963;Ulom & Joshua, 2004).

The theoretical question of this study supports the notion that what motivates an average Wa Municipal teacher to be dissatisfied with his or her job does not depend on the adequacy of their salary and allowance payments alone but on their working conditions, workload, opportunities for professional upgrading, frequency of promotion as well as the availability of community support and recognition to impact on the performance of the public basic schools. In addition, this studysuggests that Adams 1960s equity theory which matches the notions of "a fair day's work for afair day's pay" be applied in all sectors of the economy as equity and fairness in workplaces hasbeen found to be a major factor in determining employee motivation and job satisfaction (cf.,Lewis *et al.,* 1995, p. 502). Therefore, the plight of the Wa Municipal teachers should not beoverlooked.

## 9.0 LIMITATIONS AND IMPLICATIONS OF THE STUDY'S FINDINGS

The implications of the study's findings must be viewed in light of the strengths andweaknesses of the study's design. Findings are limited by the use of self-report instruments tomeasure respondents' levels of motivation and how it influences the performance of public basic schools in the Wa Municipality. However, because of the importance placed on assessment and perceptions in job motivation studies, self-report measures are appropriate and suitable as a means of datagathering. A larger strength is the study's high response rate (67%). Differences that mightexist between respondents' perception could also influence the study's findings, thereby limiting its generalisability. Nevertheless, the result of this study is generalizable, especially to educationand all establishments under the public sector's umbrella.

## 10.0 CONCLUSION

In conclusion, since a study of this kind has never been carried out on this scale in Wa Municipality before now, using the teachers' motivation variables in this study will be aguide for further research to be carried out on a wider premise and covering many districts of the region as well as the country as a way of finding a lasting solution to teachers' negative attitude toward work and the declining trends in the performance of the public basic schools. A new perspective on job motivational variables which not only takes into consideration the unique characteristics of thevariables used in this study but their environmental and cultural derivation is thus highlysuggested.

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