

UNIVERSITY OF CAPE COAST

MOTIVATION AND ATTITUDE OF TEACHERS IN NEW JUABEN
MUNICIPALITY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature:..... Date:.....

Name: Mr. Frank Boakye

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Dr. Patrick Agbesinyale

ABSTRACT

The objective of this study was to examine the extent to which motivation affects the attitude of teachers using content and process theories of motivation.

Stratified and systematic sampling procedures were used to select a sample size of 64 teachers comprising of 43 males and 21 females and purposive method was also employed to select 16 key informants consisting of 11 Heads of Institutions in both public and private schools and 5 senior personnel at the New Juaben Municipal Education office. Instruments for data collection were questionnaire and interview guide.

Some of the most important motivation packages available to teachers were; study leave with pay, welfare fund, good interpersonal relation, shared responsibility, and maintenance of discipline, in the case of public schools. However, in the case of private schools factors such as fringe benefits, favourable work environment, and possibility of getting salary advance were indicated. Respondents were satisfied with both intrinsic and extrinsic motivation factors. Age, sex and school taught produced significant differences in the level of job satisfaction. The perception of inequity is the most important factor for job dissatisfaction. Although content theories helped in determining the level of job satisfaction or dissatisfaction, the process theories; equity and expectancy theories explain adequately the reasons for job dissatisfaction and attitude of teachers in the New Juaben Municipality. In other words, teachers evaluated their job based on certain expectations which were informed by their socio-economic, institution and personal environments. Hence, any solution to the teachers' problem should address inequity issues that lead to job dissatisfaction taking into consideration the conditions prevailing in the labour market in general.

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DEDICATION

To my wife Mrs. Dina Boakye and my children Angela, Eugene and Kelvin.

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LIST OF ACRONYMS

DANIDA	:	Danish International Development Aid
DFID	:	Department for International Development
EU	:	European Union
GES	:	Ghana Education Service
NGO	:	Non Governmental Organisation
NJM	:	New Juaben Municipal
PTA	:	Parent-Teacher Association

CHAPTER ONE

INTRODUCTION

Background to the study

In the last two decades of educational reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high level of performance.

According to sociologists, current school environments are a reward – scarce setting for professional work often seem to work against teachers’ best efforts to grow professionally and improve students learning (Peterson, 1995). Much of teachers’ work is carried out in self-contained classrooms that isolate them from their colleagues and deprive them of mutual support. Because of this organizational structure, it is difficult to supervise teachers, regular feedback from others and get them to collaborate.

Perhaps, as a result of these circumstances, many good teachers leave teaching in the first three years (Frase, 1992). Attractive and motivating structures must be put in place to keep teachers in the profession. A motivated teacher is one who not only feels satisfied with his or her job but also feels empowered to strive for excellence and growth in the profession.

There are various factors that influence the attitude of the employees and their corresponding relationships at work place. These include both external and internal factors. The external factors which are often difficult to

be controlled by managers include economic conditions, technological changes, labour unions, and labour market.

The internal factors, on the other hand, are what employees often hope the managers could influence or do something about. They include leadership/supervision, aspects of organization in terms of reward structures and the culture and job design. Others include norms, group dynamics, team work and control over outcomes. These affect relationship between workers (Desimone, Werner & Harris, 2000).

In recent past, teachers occupied an enviable place in the development of education in Ghana. The success or failure of educational development in the country, one way or the other, largely depended on them.

Robinson (1981) stated that teachers are crucial factors in the development of a nation; they are in a privileged position to break the cycle of poverty, ignorance and prejudice in a manner likely to be accepted by the population concerned; while the multiplier effect of their occupation singles them out as a valuable investment at a time of crushing demand and limited resources.

Nowadays, there is so much talk about falling standards, in teaching. The reasons for this assertion are quite speculative. However, available literature in psychology point to motivation as a powerful factor that appears to influence the attitude of people towards work.

Human beings have motives for their attitudes. Some motives are directed towards the satisfaction of physiological needs while others are as a result of drives to satisfy some social needs. A teacher is always confronted with changing needs which must be satisfied and for which he or she puts up

specific types of attitudes. It is generally accepted that motivational factors that direct people's attitude also determine the strength and intensity of the type of attitude exhibited. This is why the attitude of a motivated person may be different from the attitude of an unmotivated individual. A less motivated teacher may not be interested in his or her job; the teacher may find it boring, time wasting and may not even show a positive attitude towards the completion of his or her syllabus.

Respect for the teaching profession has become a thing of the past. These days the working conditions of teachers have deteriorated, leading to poor-quality teaching and ill-prepared students. Any child growing up in Ghana today would normally have second thoughts about becoming a teacher in the future. Quiz the child further and he or she would mention any of the well-known professions apart from teaching. Most Ghanaians now hate the profession because it is low paying and conditions of service are very deplorable.

Generally, the impression one gets is that a vast number of people who go into teaching do so only when they fail to meet their cherished dreams of pursuing other professions. Like some professions that are deemed to be selfless, teachers are often told their reward is in heaven.

Problems associated with teachers pay continue to arise very often. Teachers, especially those in the rural communities still cannot fathom why they should suffer before they receive their meager salaries. On April 15, 2000 the Accra High Court had to order the Ghana Education Service (GES) to calculate and pay in full the severance and end-of-service benefits of 9,615 teachers who were redeployed by GES between 1988 and 1998. The teachers

initiated the action after the GES failed to pay them their end-of-service and severance entitlements.

Most teachers, especially those in the basic and secondary levels, now supplement their incomes by engaging in petty trading, sometimes to the neglect of their professional duties. In some schools, teachers operate a welfare system by pooling resources together to help each other. This unofficial trend has served to mitigate the problems they encounter.

Even parents who might be educated and are, therefore, expected to appreciate the need to correct their children often tend to rebuke the action, and consequently demoralize teachers when their children are corrected in school. Stories about parents assaulting teachers in the full view of pupils have been captured by the media, much to the chagrin of teachers.

Teachers, especially those in the rural areas, have also had to contend with a crop of pupils who do not seem to be interested in education, no matter how hard one tries to motivate them. Hence Yeboah (2002) observes: “The teacher is always told to improvise.” “But improvise with what?” he queries. “The logistic support is not there so it is difficult to make any meaningful impact.

The government has now realized that it ought to do something about the plight of teachers by indicating that it is prepared to correct the disparities between teachers’ salaries and those of other professions. The resolve to honour the best teacher’s nationwide seems to be on the agenda now. The government agrees that is the only way to encourage the disenchanting lot of teachers.

There is a saying in the local parlance that when one marries a teacher, the only benefit that one could get from such marriage is, literally speaking, a piece of chalk- a point that buttresses the widely-held view that teachers are poor. Perhaps this perception could change if the government commits itself to creating opportunities for teachers in the country (News from Africa, 2002).

In 2006, former President John Agyekum Kuffour (2006) stated that quality education was not achieved by the mere availability of logistics, but rather through the ingenuity, dedication, selflessness and commitment of teachers. He said only teachers with the sense of duty could mould responsible, well-disciplined and a nationally oriented citizenry with the requisite knowledge, skills, values, aptitudes and altitudes to move Ghana forward.

In a speech read on his behalf by his Chief Advisor, Madam Mary Chenery Hesse, at the 2007 National Best Teacher Awards Ceremony in Tamale, President Kuffour stated that, government was fully aware of the untold difficulties and poor working conditions teachers were facing, and had taken steps in the new education reforms to address them and to provide avenues for them to upgrade their knowledge.

The President, however, admonished teachers whose attitude and performance undermined the ethics and standards of the noble profession. He remarked: “Report of increasing teacher absenteeism, abuse of instructional time, abuse of pupils and unwillingness to accept posting to deprived communities are a blot on the profession and do erode the respect and confidence that the general populace has in teachers.”

In a related development, the Paramount Chief of the Kpasenkpe Traditional Area, Naa Seibiyam Nabila, called on teachers to see the developments of education from the perspective of parents, stakeholders and government. He said, positive attitudes of teachers should be reflected in the new educational reforms for its success. Naa Seibiyam Nabila who is also a member of the council of state, therefore appealed to government and the Ghana Education Service (GES) to check the illegal application for admission by students with fake results at the tertiary levels. The Minister for Education, Science and Sports, Professor Dominic Fobih, for his part, assured teachers of government's unflinching support, commitment and dedication to their welfare (Ghanaian Chronicle, 2007).

Psychologists such as Herzberg and Snyderman (1957), hold the view that, job motivation may be increased in some workers when they are provided with things like incentives, higher salaries, social status and job security, among others. In view of the above, some management encourages employees to increase productivity.

In the 1980's the, state government and local school districts enacted an array of incentive plans designed to recruit, reward, and retain the best teachers. Merit pay and career ladders were intended to provide financial incentives, varied work and advancement opportunities for seasoned teachers. In addition to these incentives across the board, pay increases, work environment premiums for difficult assignments, and grants or sabbatical for research and study, were expected to improve teacher performance and motivation.

It seems however that teachers in New Juaben Municipality have observed that they are not being adequately motivated or remunerated for their services as their counterparts in the administrative positions in the civil service and other sectors of the economy. Again, it appears that good condition of service greatly increases the satisfaction felt by teachers and enables them to work up to the limit of their existing abilities. Antwi (1999) observed that the best preparation in the world will not produce a teacher who can do a good job when conditions are poor.

Statement of the problem

Motivation or incentives have been classified as attitudinal and production booster at work places over the world (Maslow, 1984, Herzberg & Snyderman, 1957). People in all walks of life are given incentives to encourage them positively to work and to enhance productivity. It is common knowledge to both the employer and the employee that without motivation workers develop negative attitudes and production dwindles.

The general perception in the NJM is that teachers do not feel adequately motivated and therefore their teachers attitude to work leaves much to be desired. The issue at stake here is to investigate whether the attitude of teachers in the NJM is attributable to the state of or condition of motivation or incentives. In order words, if teachers are performing well, is it because they are well motivated or vice versa? This study intends to establish how the two variables; motivation and attitude of teachers to work affect each another.

Objectives of the study

The main objective of the study is to examine the extent to which motivation affects the attitude of teachers in the New Juaben Municipal. The specific objectives of the study were to:

- Assess the motivational system instituted for teachers in New Juaben Municipal.
- Find out what motivates people to opt for teaching;
- Examine the effects of motivation on teacher's attitude; and
- Make recommendations that could lead to improve performance of teachers and for policy formulation.

Research questions

The following questions were formulated to guide the study.

- What are the motivational packages instituted for teachers in NJM?
- Why do people opt to become teachers?
- To what extent does motivation affect the attitude of teachers in NJM?

Significance of the study

The study would provide a baseline data to identify appropriate motivational system and also identify differences of motivation. It would also, come out with people's expectation for choosing teaching as a profession as well as the effect of motivation on the attitude of teachers. Again, the study would recommend strategies of motivation for improved performance of teachers and policy formulation.

Finally, scholars will find the study useful as the findings will provide relevant information to serve as a source for future research. The findings will invaluablely add to the existing academic discourse and contribute to the conceptual and theoretical understanding of the motivation and attitude of teachers in NJM.

Delimitation of the study

It is the normal expectation of a research of this nature to cover all categories of personnel in the institution. However, the non-availability of records on some categories of personnel made it difficult to fulfill this expectation. This study is limited to only teachers in the New Juaben Municipality. The conclusions and generalizations would, therefore, not be applicable to teachers in other districts. A wider coverage would have been more expensive and time consuming.

Chapter organisation

This study has five main chapters. The first chapter dealt with the background of the study, statement of the problem objectives of the study research questions, significance of the study and delimitation of the study. The second chapter reviewed the relevant theories and accepts of the subject matter. It included a review of relevant theories on motivation, attitude, job satisfaction and performance. Chapter three focused on the methodology which is made up of the research design, the study area, target population, sample size, data collection techniques as well as the pilot study. The fourth chapter contained an analysis of the data, discussion and interpretation of the

finding of the major findings. The summary, conclusions and recommendations of the study as well as the areas for further research constituted the fifth chapter.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews the relevant theories and empirical works which have been carried out on the concept of motivation, job satisfaction and attitude.

The concept of motivation

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal. Mathis and Jackson (1982) defined motivation as an emotion or desire operating on a person's will and causing that person to act. Mullins (2007) observed "motivation is the degree to which an individual wants and chooses to engage in specific behaviour. He emphasized that the underlining concept of motivation are the driving forces within individuals by which they attempt to achieve goals in order to fulfill some need or expectation. People's behaviour is determined by what motivates them. Their performance is a product of both their ability and motivation (Mullins, 2007).

A careful examination of the above definitions of motivation leads to a number of ideas about the concept; it creates energy, drive, stimulates, excitement, arousing and activation; it involves certain "force" acting on or within a person to initiate and direct behaviour; it involves guiding or

channeling the energies created towards the achievement of goals. Also one can deduce that people behave in certain ways with the intention of realizing their set goals and expectations. That is, they are moved to act by certain stimuli, knowing very well that the end results will satisfy them.

To this end, in order to realize their set goals, managers need to blend the goals and expectations of their organizations with those of the employees so as to achieve the organizational goals. The various needs and expectation that motivate people to work can be categorized into two forms: Extrinsic and Intrinsic motivation. Extrinsic motivation is related to tangible reward such as salary, fringe benefits, security and promotion, work environment and conditions of work. Intrinsic motivation is related to psychological rewards such as opportunity to use one's ability, a sense of challenge and achievement receiving appreciation and being treated in a caring and considerate manner. The psychological rewards are those that are usually determined from the actions and behaviour of individual managers. It also includes social relationships which are group work, desire for affiliation, status, and dependence.

Taylor (1947) believes in economic needs of motivation. To him workers would be motivated by obtaining the highest possible wages. Thus what workers want from their employers more than anything else was high wages? In a related issue, Mullins (2007) demonstrated that people wish to satisfy a range of different needs, and not simply monetary reward. For Mullin, people try to satisfy other social needs. However, Tailors' assertion is not far from the truth because workers work with the intention of getting money to sustain their lives and that of their dependents.

At the core of most industrial disputes in Ghana is the demand for higher wages. Also Mullins (2007) point of social needs cannot be thrown into the dust bin for given the community /family setting; one needs support and interaction at the workplace. Thus the motivational packages must take care of the financial and social needs of workers.

Some relevant theories of motivation

No theory of motivation can encompass all the circumstances of human society. What motivates one person today may not motivate him/her tomorrow nor may it motivate another person. Also employees differ and respond to particular motivational processes differently. For example, the use of recognition and praise for good work may motivate one person, but have only limited effect on someone seeking to earn additional money to pay a large mortgage. Organisational circumstances also change over time which impacts on aspects of motivation practice.

This section reviews some of the relevant theories of motivation which are fundamental to this study. The theories of motivation can be classified into three. These are the content (Needs) theories, Process theories and Reinforcement theories.

The content theories of motivation

These theories concentrate on identifying the motives that produce behaviour. Thus they emphasize particular aspects of an individual's needs or the goals that they seek to achieve as the basis for motivated behaviour. The major theories falling into this classification include:

- Maslow's Need Hierarchy Theory
- Herzberg's Two-Factor Theory
- Alderfer's Existence, Relatedness and Growth (ERG) Theory
- Mc Clellands's Achievement Theory

Maslow's Need Hierarchy Theory

By this theory Maslow (1984) suggests that people in organizations are motivated to perform by a desire to satisfy a set of internal needs. Maslow's (1984) theory is built on three basic assumptions: Human beings have wants and desires which influence behaviour and that only unsatisfied needs can influence behaviour. Secondly, since a person's needs are many, they are arranged in order of importance, from the most basic to the complex.

Lastly, a person advances to the next level of needs only after the lower level of need is at least minimally satisfied.

Maslow believes that human beings strive to fulfill certain in-born needs arising from an imbalance between a person's expectation and what a person's environment provides. Maslow delineates five separate levels of need, starting from the lowest point of the hierarchy to the highest. These are: Physiological needs: food, water, air, sexual gratification and other primary needs such as shelter, clothing and salary for workers, etc. According to Maslow, when physiological needs are unsatisfied, no other needs will serve as a basis for motivation. The salaries of teachers help them to fulfill this category of needs.

Next on the hierarchy is safety needs. This includes security, protection against danger and accident, threat deprivation and protection from physical or physiological harm, economic disaster and the unexpected. They also include the desire for stability and absence from pain and illness and job security. In educational institution, such programmes are fringe benefits, retirement benefits, insurance benefits, health service, Job security and safe working conditions among others.

The third level is that of Social needs. It involves need for affection, association, love, friendship, interaction and acceptance in relationship with other people. Non satisfaction of this need may affect the employee psychologically and lead to high absenteeism rate, poor performance, low job satisfaction and possible emotional breakdown (Donnelly Jr., Gibson, Ivancevic; Hellrigel, Slocum Jr., & John, 1976).

The fourth level, according to Maslow, is the esteem needs which have two versions: a lower esteem need and a higher esteem need. The lower form is the need for the status, fame, glory recognition, attention, reputation, appreciation dignity and even dominance. The higher one encompasses the need for self respect including such feeling as confidence, competence, achievement mastery, independence and freedom. Self esteem needs in educational setting may be job title and responsibilities, praise, pay increase, peer/supervisory recognition and competent management.

The final level is self Actualization Maslow called this the growth motivation. It involves continued desire to fulfill potentials, trying to be all you can 'be'. Thus, he described self-actualization as a person's need to be and to do what the person was born to do. "An artist must paint", a musician

must make music, and a teacher must teach. These needs are therefore the self fulfillment of personal goals, ambitions and potentials.

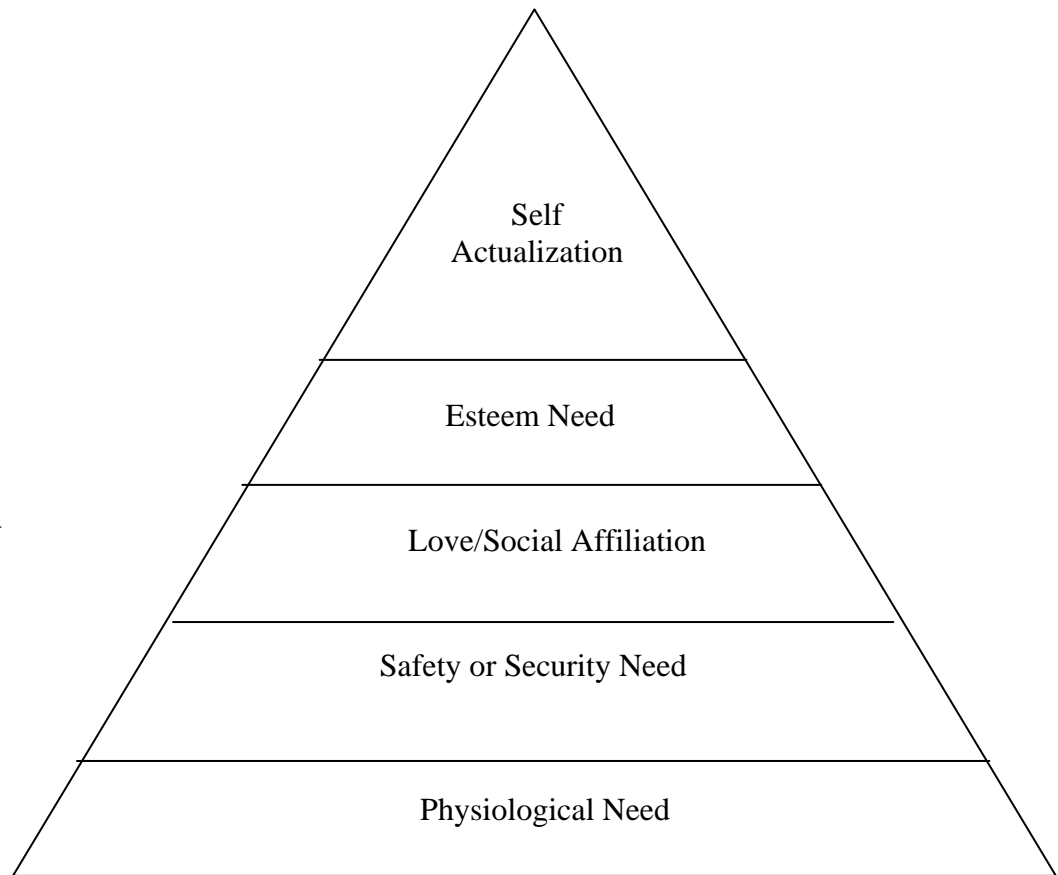


Figure 1: Maslow's Needs Hierarchy theory

Source: Maslow (1984) and Herzberg (et al 1957)

Maslow's theory is one of the popular theories of motivation. It has been praised for its simplicity, which makes it easy to comprehend. Donnely et al (1984) have noted that Maslow's need hierarchy has a great deal of common sense validity and points out some of the factors that motivates people in business, education and other types of organizations (p. 314).

In spite of its popularity and wide acceptance, the theory has a number of limitations. First, the theory has been questioned as to whether five need level exist. Some longitudinal studies have suggested that the number of needs level can range from two to as many as seven (Lawler and Sulttle,

1972). Second, Wahta and Bridwell (1976) have questioned the idea of prepotency. They hold the view that several needs may be strong at the same time. Mines (1980) also points out that Maslow's clinical studies even showed that the idea of potency may not be relevant for all individuals. Further, Maslow's central area of interest is called into question. According to Maslow's prediction, if we experience two incompatible needs, we direct our attitude in order to meet the lower need first. Maslow (1984), further postulates that an individual's basic needs must be met before the individual can advance to a higher level. As lower needs are satisfied, higher level needs become important as motivators.

Looking at Maslow's needs hierarchy theory in relation to the teaching field, it can be argued that teachers require adequate pay, belongingness, recognition and good conditions of service before they can achieve self-actualization. The theory, when applied to motivation and attitude of teachers, offers a sound framework for this study. The implication of this theory is that, if teachers' needs in terms of pay, their interaction with colleagues, involvement in decision-making, good condition of service and recognition are met, then all things being equal, they would be satisfied and motivated to put up their best thereby leading to good academic performance of pupils.

Herzberg's Two-Factor Theory of Motivation

Herzberg and Snyderman (1957) developed two-factor content theory of motivation. The two factors are the dissatisfiers and satisfiers, which have also been generally, categorized as hygiene verses motivators or extrinsic verses intrinsic factors leading to job satisfaction are separate and distinct

from those that leads to job dissatisfaction. According to his theory, job satisfaction and dissatisfaction do not stem from the same conditions.

First, there are extrinsic job conditions whose absence or inadequacy causes dissatisfaction among employees, however, if these conditions are adequate, it does not necessarily mean the employees are motivated. These extrinsic contextual factors include job security, salary, fringe benefits, work conditions, status, company policies, and quality of interpersonal relations among peers supervisors and subordinates.

Secondly, the intrinsic job conditions whose presents help to build levels of motivation on which good job performance exist, yet their absence does not causes dissatisfaction. These intrinsic conditions include achievement, recognition, challenging work responsibilities, advancements, personal growth, learning on the job and professional development. These factors, according to Herzberg, F.W.; Mauser, B. and Synderman, B. (1957), contribute to positive attitude (job satisfaction). Thus the theory suggests that job satisfaction stems from the satisfaction of higher level needs whereas job dissatisfaction results from non satisfaction of lower needs. Consequently, it could be concluded, therefore, that both intrinsic and extrinsic conditions seem to influence the Ghanaian teacher and for that matter their pupils' performance as well.

Despite its merits, Herzberg's two-factor theory has been criticized. He is criticized for sampling professional accountants and engineers and that does not justify any generalization of the findings to people of different background. Most studies have shown that when the employees are at the professional or managerial level, the theory is applicable, but studies of lower

level or manual workers are less supportive of the theory (Malinovsky, P. Michael, R. and Barry, J.R. 1965; House R. & Widgor, L. 1967; Schneider, J. & Locke, E. 1971). However, the fact stands that motivation leads to satisfaction which creates in workers a positive attitude.

In another study, Mondy, W.R.; Homes, R.E. & Flippo, E.B. (1980), point out that the Herzberg's Two-Factor theory focuses too much on 'satisfaction' or 'dissatisfaction' rather than on the performances level of the individual. Furthermore, Herzberg's distinction between satisfiers and hygiene has not withstood the test of time. It has too often been that contrary to prediction, extrinsic or 'hygiene factor' seem to affect satisfaction as well as dissatisfaction and 'motivators' seem to affect dissatisfaction as well as satisfaction (Kaplan, Tausky & Bolaria, 1969; Evans, 1970).

Despite these criticisms, Herzberg's theory has made a significant contribution to improving the educational administrator's basic understanding of human behaviour and attitude in the work place, and has had implications for current studies on organizational behaviour. This theory relates to this study in that in an organizational environment such as the Ghana Education Service, recognition of teachers, as a motivator, is directly related to their job satisfaction but not dissatisfaction. Thus, all things being equal, teachers will be satisfied when they are recognized and promoted on a timely basis thereby leading to good performance, which would in turn have a positive influence on their pupil's academic performance. Additionally, those factors such as pay, conditions of service, inter-personal interaction and status, considered by Herzberg as dissatisfies, have a direct influence on teacher satisfaction if they are not adequate. This is because if such needs are not met in work situation,

teachers would be dissatisfied and as a result would not be motivated to put in their best thereby affecting their classroom performance.

Thus, Herzberg reduced Maslow's five needs level to two. The hygiene factors or dissatisfies are similar to Maslow's physiological, security and social needs. They are essentially preventive factors whose absence from the job, may lead to high level of dissatisfaction, and 'zero dissatisfaction' or neutrality if present. By themselves, hygiene factors do not motivate individuals to perform better. The motivators or satisfaction, correspond to Maslow's higher level needs. These are the factors that motivate people to perform and for that matter influence their attitude.

Alderfer's Existence Relatedness and Growth Theory

Alderfer's ERG theory is of importance to a study such as motivation and attitude of teachers. Alderfer's (1969) ERG theory condenses Maslow's need hierarchy from five to three: Existence, Relatedness and Growth.

Existence needs. These refer to all forms of material and physiological factors necessary to sustain human existence which encompasses Maslow's physiological and safety needs. For a teacher to put up a positive attitude towards his work, these needs must be satisfied. Relatedness needs: these needs include all socially-oriented needs which capture Maslow's social needs and parts of the safety and esteem needs. When teachers do not have good relationship with their colleagues, their attitude to work would be affected thereby a negatively influencing on the pupils they teach.

Growth needs: Growth needs are those related to the development of human potential which include Maslow's self actualization plus the internally-based

portion of esteem needs. Teachers need study leave with pay and other refresher courses.

Alderfer agrees with Maslow that individuals tend to move up the hierarchy as they satisfy their lower-level needs. However, Alderfer does not believe that one level of needs has to be satisfied before the next level emerges. Researchers have examined the ERG theory and have found more support for it than for Maslow's model. For example, Alderfer et al (1974), found support for Alderfer's basic proposition that a satisfied need may remain a motivator and Wanous and Zwany (1977) came out with evidence, which supported the three classifications of needs. The ERG is more easily understood than Maslow's need hierarchy theory. The theory is seen as a refinement of the needs hierarchy theory, and provides a refined perspective for the study of motivation of teachers in educational institutions.

McClelland's Achievement Theory

Another theory that has been devoted to the study of motivation is McClelland's Achievement Theory. McClelland (1961) has developed the Three Needs Theory or Achievement Motive. According to him, there are three major relevant motives or needs in the work place. These are:

- The need for achievement (n Ach)
- The need for Power (n Pow) – the need to make others behave in a way that they would not have behaved otherwise.
- The need for affiliation (n Aff) – the desire for friendly and close interpersonal relationships.

He claims that achievement-oriented people tend to compare themselves with standards of excellence. They want economic rewards but their real satisfaction comes in the form of a more intrinsic reward – achievement. His achievement motive is actually a trait theory based on the premise that everyone has a different need for achievement. This aspect of McClelland's theory is in line with Herzberg's intrinsic motivation theory. Thus, a person who has an inner satisfaction for the job would tend to perform just to satisfy that inner satisfaction to achieve.

The two theories, however, differ in the sense that McClelland claims that the need for achievement is not innate, but develops by a person's experiences, Herzberg's intrinsic motivation or achievement is innate. Notwithstanding this fundamental difference both recognize that work itself can be satisfying and with the type of job satisfaction, a person will be influenced to put in maximum performance.

The process theories of motivation

These theories attempt to identify the relationship among the dynamic variables that make up motivation and the actions required to influence behaviour and actions. Thus, these theories are concerned more with how behaviour is initiated, directed and sustained. Process theories place emphasis on the actual process of motivation. The following theories fall under this classification.

- Equity Theory
- Expectation Theory
- Goal Theory

Equity theory

Equity theory is another concept that looks at the issue of job satisfaction, motivation and performance and hence is of relevance to this study, which has been devoted to an investigation into teacher job satisfaction and teacher performance. This theory, propounded by Adams (1963), postulates that employees do not work in a vacuum; they compare their job puts and outcomes with that of other workers and any perceived inequity can influence their attitude and performance.

Essentially, employees perceive what they get from a job situation (outcome) in relation to what they put into (inputs) and compare their output-outcome ratio with the input – output ratio of relevant others. If they perceive their ratio to be equal to the relevant other with whom they compare themselves, a state of equity is said to exist. They feel their situation is fair, and justice prevails. If the ratios are unequal, that is if the employees view themselves as under rewarded inequity exists.

Equity theory provides a relatively simple model to help educational administrators explain and predict teacher's attitudes about rewards. This theory is, however, limited in work situation because, most of the research work on the theory have focused on pay as the basic outcome to the neglect of others relevant outcomes. Furthermore, looking at reinforcement theory reinforcements or rewards are used to elicit desired behaviours and people read according to the desirability of the outcome.

From Equity theory it can be deduced that depending on the expected outcome people will perform. To this end, if the outcome is good and satisfactory people will perform well. On the other hand, if it is not

satisfactory, people will perform lower than what is expected of them. In applying this theory to the Ghanaian context and to this research an expected conclusion is that if teachers are adequately rewarded, they will perform well.

Expectancy theory

Vroom's (1964), expectancy theory in its basic form, concerns choosing behaviour that can lead to desired rewards. Specifically, the theory states that individuals evaluate various strategies of behaviour and then choose the behaviour they believe leads to those work-related outcomes or rewards that they value: pay increase, promotion and recognition. Thus if a worker or a teacher believes that working hard everyday will lead to desired pay increase; expectancy theory predicts that this is the motivated behaviour he or she will choose.

Essentially, Expectancy Theory argues that the strength or tendency to act in a certain way depends on the strength of an expectation that the act will be followed by an attractiveness outcome. Attractiveness is the importance that the individual places on the potential outcomes, or reward that can be achieved on the job. The effort – performance linkage is the probability perceived by the individual that exerting a given amount of effort would lead to a certain level of performance.

Expectancy theory thus involves three main variables: expectancy, which is the perceived relationship between effort and performance; instrumentality, which is the perceived relation between performance and outcomes; and valence, which is the strength of the employee's preference for a particular outcome or reward. This can be either intrinsic or extrinsic.

Valence can either be given a positive or negative value by the person. Thus there is a close relationship between expectancy, which encompasses elements that bring about job satisfaction and performance.

Despite these advantages, the theory is beset with some setbacks. Lawler and Sultle (1973) stress that the theory “has become so complex that it has exceeded the measures which exist to test it” (P. 502). Miskel et al, (1980), have found in their study that the construct, instrumentality, has a higher correlation with job performance than the three components of the theory put together. Also, the expectancy theory does not quite explain how expectancies and instrumentalities develop.

The theory has significant implications for the educational institutions. Specifically, Silver (1983) has noted that the theory has been found useful in explaining student’s effort and performance, teacher’s satisfaction and perceived effectiveness, and teachers’ behaviour in terms of absenteeism, turnover and innovativeness. This theory is relevant to the study in the sense that if teachers expect that a good performance will lead to an outcome that is rewarding, then they will be motivated to perform well so as to improve their pupils performance which will ultimately lead to receiving the reward.

Goal theory

This theory is based mainly on the work of Locke (1975). The basic premise of goal theory is that people’s goals or intentions play an important part in determining behaviour. Locke (1975) accepts the importance of perceived value, as indicated in expectancy theories of motivation, and suggests that these values give rise to the experience of emotions and desires.

People strive to achieve goals in order to satisfy their emotions and desires. Goals direct work behaviour and performance and lead to certain consequences of feedback. Locke subsequently pointed out that 'goal-setting is more appropriately viewed as motivational technique rather than as a formal theory of motivation. The combination of goal regulates the level of effort expended. People with specific quantitative goals, such as a defined level of performance or a given deadline for completion of a task, will perform better than people with no set of goal or only a vague goal such as 'do the best you can'. People who have difficult goals will perform better than people with easier goals.

The theory explains that specific performance goals should systematically be identified and set in order to direct behaviour and maintain motivation. Again goals should be set at a challenging but realistic level. Different goals lead to higher performance. However, if goals are set at too high a level or are regarded as impossible to achieve, performance will suffer, especially over a long period. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals. More so, goals can be determined either by a superior or by individuals themselves. Goals set by other people are more likely to be accepted when there is participation.

Meaning of attitude

Generally, there are certain factors which greatly influence one's attitude to life. These can be classified as psychological and sociological factors. Psychological factors concerns mental, cognitive as well as neural

intuition of a person while the sociological concerns itself with environmental or social setting within which a person or group of persons live. Social psychologists have been concerned with the concept of attitude since its introduction in the literature over a century ago.

There is general agreement in the literature of the fact that the concept 'attitude' has no technical meaning. Neil (1966) defines attitude as a hypothetical construct that is not a thing we can see but a construct we have invented in order to make better sense of the word. It is latent or non-observable complex, an underlying construct whose nature must be inferred. Simon and Smoll (1974) define attitude as a mental and neutral state of readiness organized through experience; exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

The Encyclopedia Britannica (1969) and Bruold (1970) defined attitude as inclinations presumed to be enduring, a positive or negative effective reaction towards denotable abstract or concrete objects or proposition. They maintain, that is what makes a person to react in a certain way in responses to certain kinds of situation, or see and interpret events according to some particular predisposition. This definition has several things in common with that of Smith (1968) who define attitude as relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. Furthermore, Bootzin, Bower and Zajon (1986), in defining attitude stated that, it is an evaluate response to a particular object, idea, person, or a group of people.

In another instance, Anastasi (1982), defined attitude as a tendency to react favourably or unfavorably towards a designated class of stimuli such as a nation or ethnic group, a custom or an institution. Again, Worthman, Loftus and Marschall (1992), define attitude as a predisposition to respond favourably or unfavorable towards a person, thing, event, place, idea or situation. Matthews (1973) states that, attitude is usually considered as a mood or feeling towards a person, group, object, situation or value. According to Myers (1989) and Gleitamn (1991), attitudes are a combination of beliefs, feelings and evaluations coupled with some predispositions to act accordingly towards objects, people and events.

For Vanek (1971) it is unity of inner experiencing an outward expression of an inner feeling. Attitudes according to Johnson and Nelson (1974) are ideas of feelings that one may have about something as a result of imaginative likes and dislikes. On the other hand, Fishbein and Ajzen (1957) defined attitude as learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.

People therefore have attitudes towards many different things, ethnic groups, institutions, subjects, religions, educational issues and practices. Attitudes are seen as precursors of behaviour as well as significant determinants of how a person would actually behave in daily affairs (Nahas, 1992).

Finally, to understand the relationship of attitude, Bootzin et al. (1986), and Theodorakis and Goudas (1997) stated that traditionally, three different components constitute attitude. The cognitive component expresses beliefs, convictions, ideas or knowledge of the individual for an object or person.

Simply put, it is what we think or believe about something. The affective element expresses the appreciation or wish, or feelings of the individual towards an object or person. The behavioral component includes the predisposition or how we act towards the object or person.

In an employment setting (which includes teaching), the affective component represents a person's feeling about the job or work. The cognitive component expresses the beliefs and the knowledge people have about teaching. People's intention or predisposition to be a teacher is the behavioral part of attitude. Attitude is therefore an inclination or predisposition that is relatively lasting and based on an organized system of beliefs or opinions that make it possible for its holder to react in particular ways to certain objects or situations. According to Fuoss and Tropmann (1981), attitudes derived basically from value systems and beliefs relate to one's self, work and relationships with other people. A simplistic explanation may be one's disposition or a manner with regard to a persons, things and events. Attitudes, therefore, are perceptual sets of responses to persons, things and events. An attitude is within a person and can only be observed or inferred from what the person says or does which could be positive or negative.

The concept of job satisfaction

Job satisfaction has been defined in various ways by various writers, Smith, Kendal and Hulin (1969) define job satisfaction as "the feeling a workers has about his job". Such feelings are associated with the individual's perception of the differences between what is expected as a fair and reasonable return and what is actually experienced. Middlemist and Hitt (1981) also

define job satisfaction as ‘the good or bad feelings that one has about the work environment. To sum up, job satisfaction is a sort of feeling that an individual has about his job or work. Similarly, Hellriegel and Slocum (1976), and Smith, et al (1969) converge on the definition of job satisfaction as “the feelings about various aspects of the worker’s work setting” (p. 250).

Hopkins (1983) refers to job satisfaction as “the fulfillment or gratification of certain needs of the individual that are associated with one’s work” (Hopkins, 1983: 21 – 22). Gibson, Ivancevich, Donnelly, & James, (1976), on the other hand, are of the view that job satisfaction is a multidimensional phenomenon. It comprises a whole array of factors, which operate together to determine a worker’s attitude towards his job and consequently some aspects of his general work behaviour. Greenberg and Baron (1993) refer to job satisfaction as individuals’ cognitive, affective and evaluative reactions to jobs. Organ and Bateman (1991) also support this by arguing that job satisfaction represents the constellation of a person’s attitudes towards or about the job he does. It is a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one attaches to these respective components, Rue and Byars (1986) also refers to job satisfaction as an individual’s general attitude towards the job he performs.

Factors affecting job satisfaction

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work.

Purcell et al (2003) believe that discretionary behaviour which helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to the organization and when the job gives them high levels of satisfaction. Their research found that the key factors affecting job satisfactions were career opportunities, job influences, team work and job challenge.

From the above, it is quite clear that almost all the definitions assume the existence of individual needs. Satisfaction may, therefore, be seen as the result of the congruence between such needs and the job setting. The feelings or attitudes of workers toward their job would be positive if their needs are met thereby leading to satisfaction. This means that teachers of the Ghana Education Service (GES) have needs that must be met in order for them to be satisfied. In an organization where worker's needs are met in terms of recognition, salary, conditions of service, involvement in decision – making and good interpersonal relationships; workers would be satisfied and for that matter have positive feelings or attitudes towards their job. When this happens, workers satisfaction would influence their performance thereby increasing their productivity level. The reverse would be the case if their needs were not met. To this end, for workers to be satisfied, motivation becomes a paramount importance to the issue of job satisfaction.

Empirical Studies on Job Satisfaction, Motivation and Performance

- Havey (1986) makes reference to the works of Abraham Maslow and Fredrick Herzberg noting that the most important and obvious thing that employees are motivated by is money. Havey adds that they can

also be motivated by such factors as security, status, a sense of belonging, the possibilities of improvement and enhancement of opportunities available for variation and self expression. He also mentions that incentives such as opportunities for promotion or to earn more money through bonuses or merit rating schemes, probably serve as additional motivational factors on employee behaviour, especially since reward for merit represents another form of recognition.

- In this regard, Havey has urged management of various companies to pay attention to these motivational factors so as to improve the attitude of workers and their performance. This goes to support Maslow and Herzberg's theories that if workers are given adequate pay they would be satisfied and motivated to perform. Also, Maslow and Herzberg's theories validate all the other factors such as status and a sense of belonging that are found to contribute to workers' job satisfaction and motivate them to perform.
- Another study conducted in the US by Hoy and Miskel (1987) revealed that a healthy school environment leads to high teacher morale. In this regard, a Principal's ability to create a positive school climate and culture can affect teacher morale. As Adams (1992), observed principals who control many of the contingencies in the work environment and are the source of much reinforcement for teachers' behaviour, are the keys to improving the morals and self –esteem of teachers. A report by the National Centre for Education Statistics (1997) also identified administrative support and leadership, good

student behaviour, a positive school atmosphere, and teacher autonomy as working conditions associated with higher teacher job satisfaction.

Johnson's (1991) investigation of the sources of job satisfaction among nurses supports Maslow's assertion that workers need adequate pay and professional status for them to be satisfied and motivated to give off their best. Furthermore, Herzberg's assertion that pay and status should be present in work situation so that employees would not be dissatisfied was also validated by this study. Cavanagh (1992) found that workers were predominantly satisfied with their jobs and perform better if such satisfiers as benefits, participation, promotion, routine communication and adequate salary were available in the work environment.

In his study of home healthcare nurses, Lynch (1994) identified a number of job satisfiers. These include adequate salary, hours of work, flexibility in scheduling hours, weekends off, compensation for weekend work, and social contact at work, which motivated them to perform well. Lack of recognition, inadequate levels of encouragement and lack of positive feedback from supervisors were noted as dissatisfiers, along with failure to have autonomy.

Carr and Kazanowski (1994) studied factors affecting job satisfaction of nurses who work in long-term care setting and nurses who work in other setting with patients older than sixty (60) years. Comparison of job satisfaction between the two groups indicated that the long-term care nurses were more dissatisfied, at a level that approached statistical significance ($p=0.086$), than the other group. The reason identified for dissatisfaction included heavy work load, poor staff quality, lack of cohesiveness, inadequate levels of staffing,

poor working relations with administrators, lack of recognition, and inadequate salaries.

Job satisfaction and performance

It is commonly held and seemingly not unreasonable belief that an increase in job satisfaction will result in improved performance. But research has not established any strong positive connection between satisfaction and performance. A review of the literature on this subject by Brayfield and Crockett (1955) concluded that there was little evidence of any simple or appreciable relationship between employee attitudes and their performance. An updated review of their analysis by Vroom (1964) covered 20 studies, in each of which one or more measures of job satisfaction or employee attitudes was correlated with one or more criteria of performance. The median correlation of all these studies was 0.14, which is not high enough to suggest a marked relationship between satisfaction and performance.

It can be argued that it is not job satisfaction that produces high performance but high performance that produces job satisfaction, and that a satisfied worker is not necessarily a productive worker and a high producer is not necessarily a satisfied worker. People get motivated to achieve certain goals and will be satisfied if they achieve these goals through improved performance. They may be even more satisfied if they are then rewarded by extrinsic recognition or an intrinsic sense of achievement. The overall findings of the various studies seem to satisfy Maslow's theory and for this reason, when applied to the study being undertaken it offers a sound framework for looking at motivating factors such as pay, service and interpersonal

relationships and they influence teacher performance and teacher satisfaction. For instance, research conducted in New Zealand in 1982 revealed that eighty (80) percent of primary school teachers were satisfied with their job in terms of their relationship with their colleagues, promotion and professional autonomy. The study also identified sources of dissatisfaction among teachers: namely conditions of employment, society attitudes towards education and the status of teachers in society (Galloway, Boswell, Panckhurst & Green, 1982). A study conducted in IsraelX by Ronit and Bogler (1999) also confirms these findings. In citing the work of Maslow, McGregor and Herzberg on motivation, Eyre (1989) mentions the working atmosphere, recognition, involvement, and status and job satisfaction as some of the factors contributing to the solution of motivational problems. He also indicates that it is unfortunate that schemes of job satisfaction can increase cost, but they are often worth the extra expenses because of the improved staff morale and motivation they produce.

There is a general dissatisfaction among Ghanaian teachers and this has adversely affected their classroom performance as reflected in the result of the primary school pupils in the baseline examinations. In reviewing theories of job satisfaction and motivation, O'Donnell (1994) also argues that dissatisfaction leads to alienation. He went on to say that the worker might not only feel bored at work but might also feel that he is unimportant and without power; this encourages workers to engage in strikes and leads to absenteeism, accidents, lateness and frequent job changes.

Conceptual framework

The theory of motivation as propounded by Maslow and Herzberg will be adopted for the study. According to Maslow, Herzberg and others whose theories have been reviewed in the literature review, motivation engenders positive attitude which in turn enhances performance.

Maslow's hierarchy of needs theory outlines the various needs of a person which have to be satisfied. The hierarchy of needs, according to Maslow, has the following five levels: physiological, safety, social, esteem and self-actualization. The physiological needs are food, water, air, shelter and clothing; the safety needs include security, protection against danger and accidental harm, stability, job security and safe working conditions. The social needs are the need for affection, association, love, friendship, interaction and acceptance in relationship with others; the fourth level represents esteem needs, which break into low esteem and high esteem. The low esteem needs detail out as need for respect of others, need for status, fame, glory, recognition, attention, reputation, appreciation, dignity and dominance, whereas high esteem needs include the need for respect, feeling of confidence, competence, achievement, mastery, independence and freedom. In the educational setting, esteem needs translate as job titles, responsibilities, praise, pay increase, peer supervision, recognition and competent management. Finally, Maslow talks of self-actualization needs or growth motivations which are continued desire to fulfill potentials and trying to be all that one can be.

For his part, Herzberg propounded the two-factor theory of motivation which he considers to be influencing the attitude of workers. The two factors are satisfier or hygiene or extrinsic factors and dissatisfies or motivators or

intrinsic factors. The satisfiers or extrinsic factors are job security, salary, work condition, status, company policies, and quality of interpersonal relations among peers. The dissatisfies or motivators/intrinsic factors include achievement, recognition, challenging work responsibilities, advancements, personal growth, learning on the job and professional development. According to Herzberg, the attitude and performance of workers are influenced by the extrinsic and intrinsic factors.

The two theorists and the very many scholars consulted in the literature review converge on the point that motivation or incentive induces a positive attitude in people toward work thereby boosting performance. The satisfaction of the hierarchy of needs as outlined by Maslow renders a person motivated. Whereas motivation culminates in positive attitude to work and enhanced performance, lack of motivation which translates as the inability or unwillingness to satisfy the hierarchical needs or the dissatisfaction of the extrinsic and intrinsic factors, leads to negative attitude toward work in the form of absenteeism rate, poor performance, job dissatisfaction and possible emotional breakdown.

It is in the light of the necessary relationship between motivation and positive attitude to work and vice versa that this study intends to investigate teachers in the New Juaben Municipality. The study seeks to establish teachers state of motivation, i.e. whether they are motivated or not, and then go ahead to find out whether their particular state dictates their attitude and performance. Figure 2 which is a fusion of Maslow's (1984) below is an attempt to depict how motivation leads to positive attitude of teachers to work and, therefore, enhanced performance and how lack of motivation results in negative attitude and poor performance.

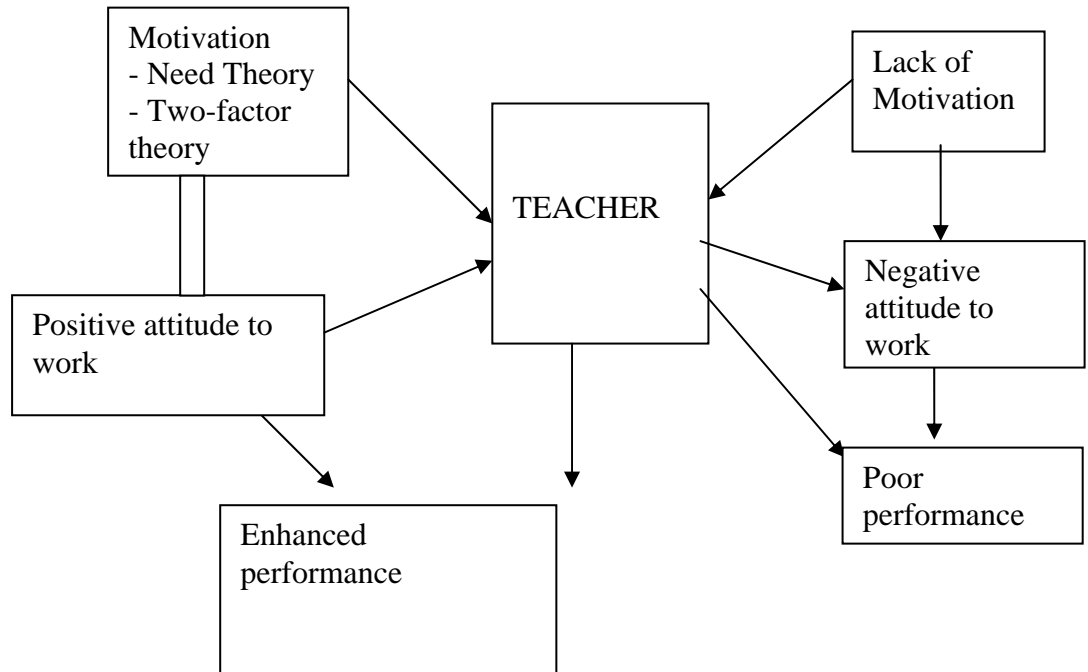


Figure 2: The effect of motivation on teachers' performances

Adopted from Maslow (1984) and Herzberg (et al 1957)

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter explains technique and procedures employed by the researcher to collect and analysis data. It elucidates every step taken by the researcher to achieve the objectives of the study. Thus, the chapter focuses on the study area, research design, study population, sample frame, sample size, sampling procedure, source of data and data collection instrument, pilot study and data processing and analysis.

Study area

The study was conducted in the New Juaben Municipality in the Eastern Region, whose capital is Koforidua. The municipality shares boundaries with East Akim on the North, Akuapem North on the South, Yilo Krobo on the East and Suhum kraboa Coatal on the West.

The total land area is about 110 square kilometers. It has a heterogeneous population made up of Akans, Ewes, Krobos, Guans, Gas and people of the northern extraction all totaling about 136798 (New Juaben Municipal Office, 2008). The large figure is due to the municipality serving as the regional capital. The principal occupation of the population is farming, even though a good number of the people are involved in teaching, commerce and apprenticeship.

New Juaben Municipality can boast of a number of private schools due to the fact that Koforidua being the regional capital has relatively well paid inhabitants who are capable of paying for tuition in the private schools. On the whole, there are three hundred and eight (308) public and private schools with the following breakdown: Pre-School (106); Primary Schools (120); Junior High School (62); Senior High School (16); Polytechnic (1); University (1); Teacher Training College (1) and one (1) Nursing Training School (NJM Newsletter, 2006). Concomitant to the higher number of schools is a huge number of teachers in the Municipality.

The management of education in the municipality comes under the care of the municipal Director of Education. Currently, the municipality is receiving assistance from NGO's such as DANIDA in connection with school Health Education, DFID helping in building school's and providing furniture and lastly EU, helps in putting up libraries, clinics, places of convenience and school buildings (New Juaben Municipal Education office, 2008).

Enrolment in many schools is high with few schools recording low enrolment (Cf Appendices). Enrolment, especially, in public schools has received a boost from the Capitation grant introduced by the government. The schools with low enrolment were normally found in communities scattered a little far away from the centre of the municipality. Thus with the enormous presence of teachers coupled with the high number of schools in the Municipality, Koforidua provides the required indicators for studying the attitude of teachers against motivation and performance given the fact that Junior High School and Senior High School results have been fluctuating. Although the results are not very poor, that they sometimes get poorer than previous years raises lots of questions. Hence, the choice of the New Juaben

Municipality to investigate the impact motivation has on the attitude of teacher and their performance.

Research design

The study adopted descriptive and cross sectional research designs to examine motivation and attitude of teachers in New Juaben District. According to Sarantakos (1998), descriptive research tries to describe social events, providing background information about the issue in question as well as stimulating explanations while cross sectional research attempts to draw conclusion from findings to cover target population and explaining what happens at a particular point in time. Most cross sectional research look at knowledge, attitude, behaviour and perceptions

This study employed both the quantitative and the qualitative methods in gathering the data. With this combination, the study captured a comprehensive picture of the issue under investigation; what the quantitative method missed was completed by the qualitative approach. For the quantitative dimension, the survey method was used with structured questionnaire. With regards to the qualitative technique, in-depth interviews were conducted with some head teachers and some personnel from the Municipal Education office.

Population of the study

The population of the study comprises all teachers in the private and public first and second cycle schools in the New Juaben Municipality. On the whole, they 2,835; since the study area has a greater number of schools, the study had a wider range of teachers from which respondents were selected.

Sampling frame

Records obtained from the Municipal Directorate of Education showed that there are 2835 teachers in both the public and private first and second cycle schools in the New Juaben Municipality. Table1 gives a breakdown of the number of teachers who teach in the various schools targeted.

Table 1: Teachers employed in public and private first and second cycle schools in the New Juaben Municipality

School		Male	Female	Total
Basic	Public	338	790	1128
	Private	347	449	796
	Sub-Total	685	1239	1924
Second Cycle	Public	379	123	502
	Private	300	109	409
	Sub-Total	679	232	911
Grand Total		1,364	1,471	2,835

Source: Field Data, 2009.

Sample size

A sample size of eighty (80) teachers from the New Juaben Municipality was selected. Out of that number, eleven (11) were head teachers/proprietors, five (5) staff from the Municipal Education Office and sixty-four (64) teachers. Since the population is homogeneous a sample size of 80 could represent the entire teacher population.

Sampling procedures

The question of sampling is very central to scientific research; in fact, it often poses a hell of problems to research works. This has been captured by Stephen (2005) when he observed:

Scientific studies ... involve problems of sampling that are not essentially different from those in other fields. Research workers have found again and again that dependable generalizations cannot be obtained without care in the selection of the individuals or cases that are studied. Poor sampling may destroy the value of good observations and measurements. (p 98)

The study employed both probability and non-probability sampling techniques. Under probability sampling, stratified and simple random sampling were used. The schools were stratified into Public Basic Schools, Public Senior High Schools, Private Basic Schools and Private Senior High Schools.

Thus, stratified sampling technique was used to select the schools. Forty (40) teachers were sampled from the Public Schools; twenty (20) from the Basic and twenty (20) from the Senior High Schools. Two (2) were then selected from ten (10) Public Basic and two (2) from ten (10) Public Senior High Schools by simple random sampling. The remaining twenty-four (24) were selected from the Private Schools; twelve (12) from Basic and twelve (12) from Senior High Schools. Simple random sampling was employed to select two (2) teachers from six selected Private Basic and Senior High School respectively. With this sampling technique, respondents were selected without

any other consideration as probability sampling stands a higher chance of avoiding bias.

The purposive sampling method was employed to select sixteen (16) key informants. They are eleven (11) Heads of Institutions in both the Public and Private Sectors and five (5) senior personnel at the Municipal Education Office. They were the District Director of Education, Assistant Director of Education in Charge of Finance and Administration; Assistant Director of Education in charge of Planning and Statistics, Assistant Director of Education in charge of Human Resources Management and Development, and Assistant Director of Education in Charge of Supervision and Monitoring.

Sources of data

Both primary and secondary sources of data were used as in most scholarly research works. The primary data for the work comprise information gathered from respondents using of questionnaire and interview guide. With structured questionnaire, quantitative data were gathered from sixty-four (64) teachers from the various institutions in the New Juaben Municipality. In addition, sixteen (16) heads of institutions and Senior Municipal Education Personnel selected by purposive non-probability sampling were interviewed.

Secondary data were sources from published and unpublished books; journals, magazines, textbooks, newspapers, official documents and periodicals as well as information from the Internet.

Methods of data collection

The primary data was collected by means of structured questionnaire and special interview guide. Some of the questions were close-ended or pre-coded whereas others were open-ended to allow respondents express their own views in words. Questionnaire was administered by the researcher aided by research assistants who were trained and instructed on the sampling methods.

Pre-Testing

A pretesting of the instruments of data collection was carried out on a small sample of respondents in the study area. This was to find out how reliable the questionnaire would be. Where the issues on the instruments were found to be ambiguous, attention was drawn to effect the necessary corrections before the final instrument were administered.

Data analysis

Questionnaire gathered from the field was edited, coded and analyzed to arrive at the major findings. The Statistical Product for Service Solutions (SPSS) 12.0 version was used to analyze the data. The SPSS and Microsoft Excel were used to generate tables, pie chart and bar charts as the occasion demanded. The discussion was done using mainly the percentages and sparingly the frequencies in order to arrive at major findings of the study.

Limitations

It is normal expectation of researcher of this nature to cover categories of personnel in the institution. However, the non-availability of records on some categories of personnel made it difficult to fulfill this expectation. This

study is limited only teachers in the NJM and administrative officers at the Municipal Education Office. Teachers in other district were excluded from this study.

Again, the research falls short of the researcher's expectation due to unanticipated reluctance on the part of some personnel to readily supply the needed information, claiming that they lack the data coupled with their busy schedule.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analysis of both the quantitative and the qualitative data gathered from respondents and interviewees. Chapter four has four sections: the first section presents the demographic characteristics of the respondents, which includes respondents' age, gender, and religion, marital status, educational level, income per month and the type of School respondents teach in. The second section covers motivational packages instituted for teachers in the NJM. Section three concentrates on the reasons why respondents became teachers, while section four centers on the expectations people have of teachers. The fifth section considers the extent to which motivation affects the attitude of teachers in the NJM.

Demographic characteristics of respondents

In order to better appreciate the reaction of the respondents to the questions, it is necessary to know who the respondents are in terms of their age, gender, religion, marital status, educational level, income level per month and the type of Schools in which they teach.

Age and sex of respondents

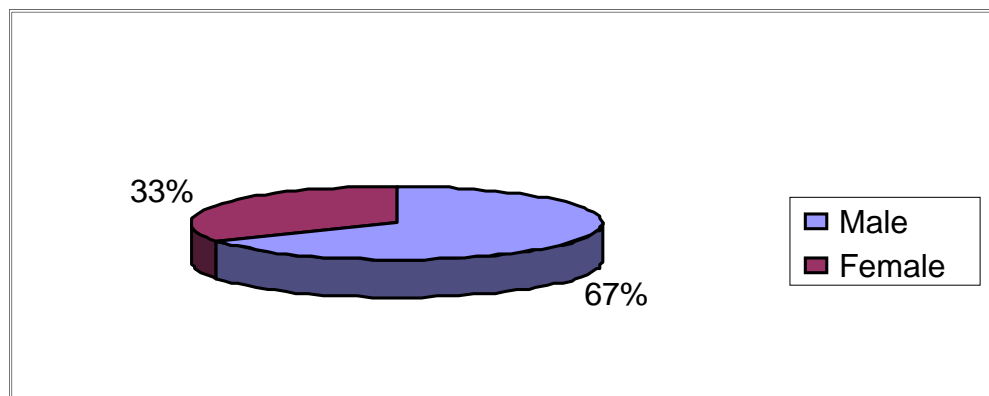
Knowing the age of respondents gives an idea of how long a respondent would have been teaching and, therefore, the experience they would have gathered on the job. Age 25 was selected as the minimum age of respondents sampled because teachers below twenty five would not have taught for a longer period of time to enable them gather the required experience on motivation and attitude. As shown in Table 1 a greater majority of respondents (33%) fall within the 25 years and 29 years age group, followed by the 30 years to 34 years age group which attracted 19 percent of respondents. Only 8 percent of respondents fall with the 40 years to the 44 years age group. Teaching used to be a profession for the old, however, many young people are getting into teaching and that explains the fact that the age groups between 20 years and 34 years attract 68 percent of the entire respondents. Given the age of respondents, it is also important to find out the gender of respondents and that is presented in Table 2.

Table 2: Age of respondents

Age groupings	Frequency	Percentage
25 – 29 yrs	21	33
30 – 34 yrs	12	19
35 – 39 yrs	6	9
40 – 44 yrs	5	8
45 – 49 yrs	10	15
Total	64	100

Source: Field Data, 2009

Teaching is neither a solely masculine nor feminine profession, both sexes enter into the teaching profession. Thus, it is important to find out the sex ratio of respondents. As shown in Figure 3, the percentage of male teachers is more than double that of female teachers. A possible explanation is that fewer females feel attracted to the teaching profession, because until recently, teaching was seen to be a man's profession.



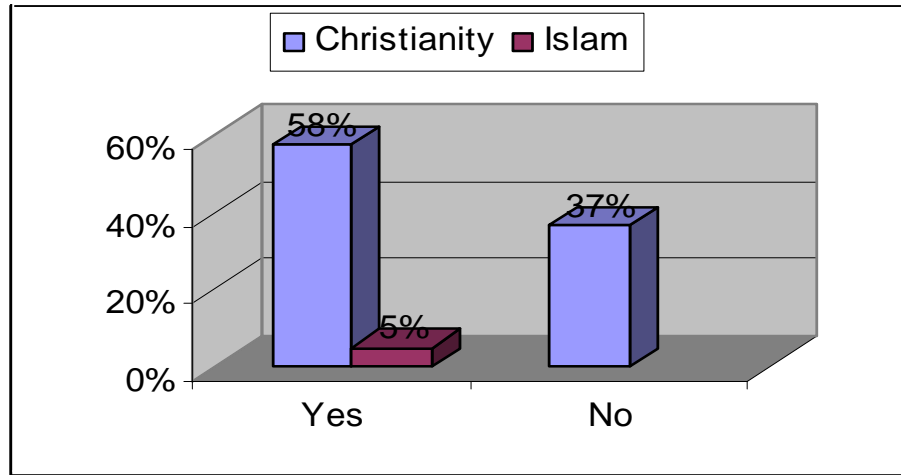
N = 64

Figure 3: Sex of respondents

Source: Field Data, 2009

Religious and marital status of respondents

Religion is an important cultural reality which has the capacity to affect our thought patterns, and so it is always important to know the religious background of respondents and how that relates to the variable motivation.



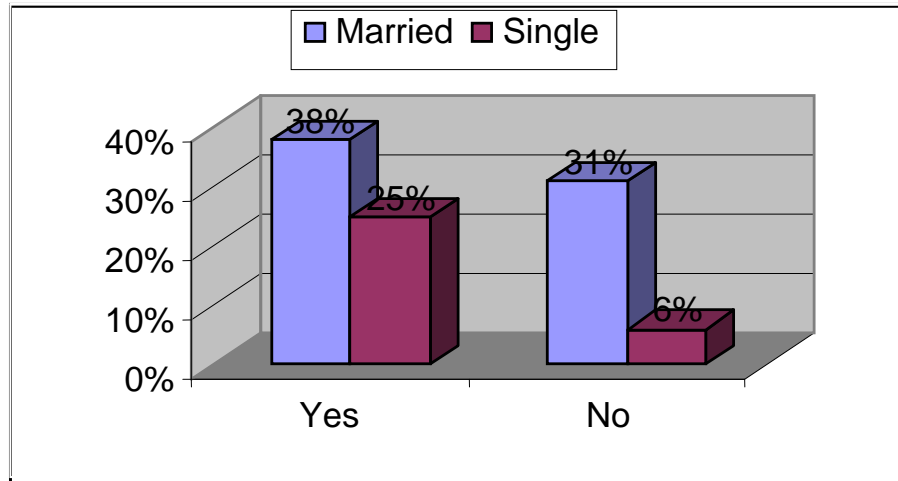
N = 64

Figure 4: Religious background of respondents

Source: Field Data, 2009

As indicated in Figure 4, all the 5 percent Moslem respondents feel motivated. On the other hand, whereas 58 percent of Christian respondents indicated that they are motivated, a significant proportion of 37 percent stated that they are not motivated. Usual the conceptual framework which states that motivation leads to positive attitude and good performance, it can be deduced that while all the Moslem teachers will be dedicated to their work, a good number of Christian teachers (37%) could be lackadaisical in their work.

Marriage is an important social institution that ensures the survival of society, and so it renders a person very serious in life. Thus it is relevant to know the marital status of respondents and their corresponding status of motivation (Figure 5).



N = 64

Figure 5: Marital status of respondents

Source: Field Data, 2009

Whereas only 6 percent of single respondents say that they are not motivated, 31percent of married respondents indicated that they are not motivated. Under normal circumstances, married people have more responsibilities that make them look for extra funds and, according to the literature reviewed a bigger chunk of motivation could be measured in monetary terms. Thus married teachers whose salaries are not high do not feel motivated. However, a higher proportion of married respondents (38%) and 25 percent of single respondents respectively stated that they are motivated. From the perspective of the conceptual framework, more than 61 percent of teachers should be dedicated to their work.

Educational and income levels of respondents

Teachers are of varied backgrounds ranging from Elementary school to University level and their income levels are often determined by their educational background. Thus was worth investigating and how it can be related to their concomitant income levels. As presented in Table 3,

Table 3: Educational level of respondents

Respondents' level of education	Frequency	Percentage
Teacher Training College	7	11
Polytechnic/Professional studies	10	16
University/Tertiary education	47	73
Total	64	100

Source: Field Data, 2009

the educational level of respondents is very high. However, over 70 percent (73%) of the entire respondents have had University education. Sixteen percent and 11 percent have Polytechnic/Professional Studies and Teacher Training College education respectively. With the higher level of education, one expects a higher salary level and consequently better performance. Respondents were asked to indicate their income levels per month and Table 4 shows the results.

Table 4: Income level of respondents

Income per month (GH)		
Income level	Frequency	Percentage
201 – 250	12	19
251 – 300	12	19
301 & above	40	62
Total	64	100

Source: Field Data, 2009

Talking about motivation, salary levels are very important; in the sense that workers who are well paid are often motivated to work harder while those who are not well paid don't feel motivated to work. Over 60 percent (62%) of the respondents receive over GH 301, and even though that is not enough to live on, by Ghanaian standards, they are relatively well paid. Almost 20 percent (19%) of respondents receive between GH 201 and 250 and GH251 and 300 respectively. It must be noted that salary levels of Ghanaian teachers are low in comparison with that of other workers and since almost all the motivational packages found out in the literature and the conceptual framework have monetary undertones, investigating the salary levels of respondents was very relevant. Higher salaries imply motivation and better performance, whereas low salary connotes lack of motivation and poor performance. However, since teachers' salary is often low, most teachers might not often feel motivated. Since there are both public and private schools in the NJM, it was necessary to find out where the respective teachers teach.

Type of schools respondents teach

There are basically two categories of schools: Public and Private Schools. Respondents were asked to indicate the type of schools in which they teach, and the responses are cross-tabulated with the sex of respondents so as to know how many males and/or females teach in the respective school.

Table 5: Type of schools in which respondents teach

Type of School	Female		Male		Total	
Public School	14	22%	40	62%	54	84%
Private School	7	11%	3	5%	10	16%
Total	21	33%	43	67%	64	100%

Source: Field Data, 2009

As can be seen from Table 5, out of the 21 female teachers, 22 percent (14) teach in Public Schools while the remaining 11 percent (7) work in Private Schools. In the case of the 43 Male teachers, 62 percent (40) teach in Public Schools leaving only 5% to Private schools. This means that whereas more male teachers (62%), teach in Public Schools than female teachers (22%), the contrary is the case when it comes to Private Schools. Whereas 11 percent of Female teachers teach in Private Schools, only 5 percent of Male teachers teach in Private schools. The reason why there are more Female teachers in Private Schools than Public Schools is that there are often more private Kindergartens and Nursery schools where the teachers are often females. The general impression is that teachers in Private Schools are often more motivated than their counterparts in the Public schools, so specific questions were asked to check this impression and the results are presented in section 5 of this chapter. Having acquired knowledge of the demographic characteristic of respondents and having an idea of where the respondents teach, the next section of the Chapter concentrates on motivational packages instituted in the schools.

Motivational packages instituted for teachers

The conceptual framework adapted for the study argues that motivation engenders positive attitude in teachers which consequently enhance performance. This section intends to find out the motivational packages instituted in the Schools for teachers. Since motivation could imply many things, an effort was made to find out what respondents understood by motivation and their responses are shown in Table 6.

Table 6: Respondents' understanding of motivation

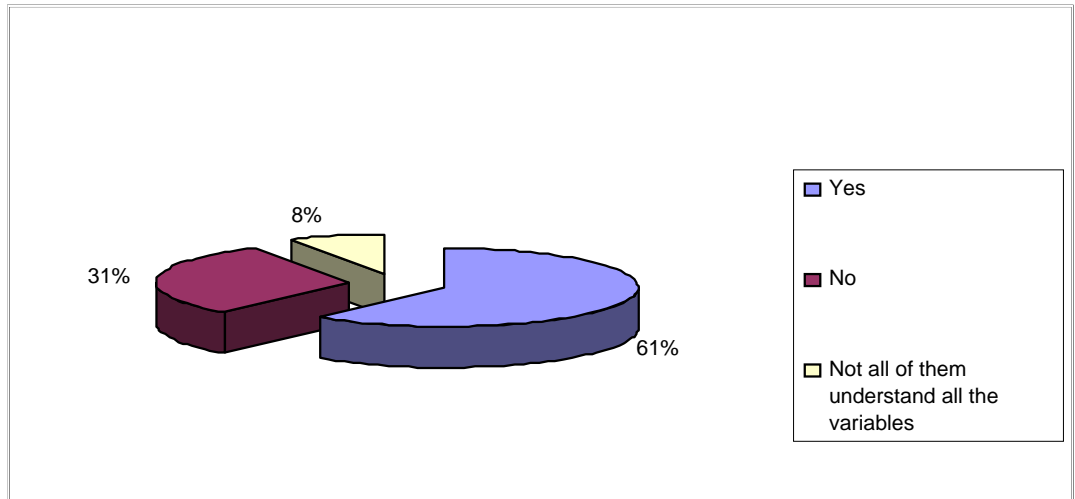
What is your understanding of motivation?	Responses	
	Frequency	Percentage
Increase in salary	33	22
End of your bonus	8	5
Job security	10	7
Study leave with pay or sponsorship for further studies	24	16
Availability of teaching materials	8	5
Favourable work environment	25	16
Fringe benefits	11	7
Recognition	13	9
Good interpersonal relation	7	5
Maintenance of discipline	4	2
Welfare fund	9	6
Total	152	100

Source: Field Data, 2009

Money is essential for man's survival and so any talk on money attracts most people's attention. Thus increase in salary as an understanding of motivation attracted 22 percent of respondents. Study leave with pay and

favorable work environment attracting 16 percent respectively. With further education, teachers do not only improve their skills, but also they create the conditions for the possibility of increase in salary, a high proportion of respondents saw study leave with pay as a motivational package. A meager proportion of (4%) of respondents considered “maintenance of discipline” as an understanding of motivation. Discipline does not put money in the pocket of people and so when most people are looking at motivation, they hardly consider “maintenance of discipline” as a means of motivation. The Heads of institutions interviewed saw motivation in terms of “participation in the day-to-day running of the schools,” “salary increase,” “availability of teaching materials,” and accommodation facilities, whereas the Directors of the Ghana Education Service saw motivation in terms of salary increase, awards for teachers, bonus for teachers. Most of the responses given directly or indirectly imply money. According to Maslow (1984) and Herzberg (1957); workers are motivated first and foremost by money. The responses given ties in with what Taylor, Maslow, Herzberg and others have enumerated as examples of motivation; financial needs, .social needs, good working conditions and self-improvement.

Respondents were asked if they think their colleagues have similar understanding of motivation and their responses are shown in Figure 6.



N = 64

Figure 6: Perception about other teachers understanding of motivation

Source: Field Data, 2009

Over 60 percent (61%) of respondents thought their colleagues' understanding of motivation is similar to theirs, whereas 31 percent thought their colleagues do not have a similar understanding of motivation. Another 8 percent of respondents gave a more realistic response by indicating that not all their colleagues would have the same understanding shown in Table 7. It is not normal that all the colleagues will understand motivation the same way the respondents understand them. Respondents were asked to indicate whether they think their employers share in their understanding of motivation and their response is presented in Table 7.

Table 7: Perception about employers understanding of motivation

Responses	Frequency	Percentage
Yes	35	55
No	17	26
Don't know	12	19
Total	64	100

Source: Field Data, 2009

What a person does says much about their understanding of a thing. Thus by observing the attitude and leadership approach, respondents have a background against which to assess their employers' understanding of motivation. Whereas 55 percent of the respondents agreed that their employers have an understanding similar to theirs, over a fourth (26%) said they do not. Almost 20 percent (19%) indicated that they do not know how their employers understand motivation. The bottom-line is that some respondents entertain some doubt about how their employers see motivation. Respondents were then asked to indicate whether any of the motivational packages listed in Table 7 is instituted in their schools, and their results are presented in Table 8.

Table 8: Motivational packages by type of school

Motivational packages in School	Type of School					
	Public School		Private School		Total	
	No.	%	No.	%	No.	%
Yes	26	40	10	16	36	56
No	25	39	0	0	25	39
No response	3	5	0	0	3	5
Total	54	84	10	16	64	100

Source: Field Data, 2009

While 40 percent of respondents from Public Schools said that there are motivational packages in their schools. However, another 39 percent indicated to contrary. Still 5 percent of respondents in Public Schools decline to respond. All the 16 percent of respondents in the Private schools indicated that there are motivational packages in their schools. The heads of Institutions

and GES personnel interviewed corroborated the information of the respondents. A necessary sequel to these responses was to find out what these packages are, so respondents were asked to enumerate the motivational packages in their schools. Table 9 shows the responses cross-tabulated with the type of schools in which the teachers work.

Table 9: Motivational packages in the respective schools

Type of Motivation	Type of School					
	Public School		Private School		Total	
	No	%	No.	%	No.	%
Increase in salary	9	7	0	0	9	7
End of year bonus	3	2	0	0	3	2
Job security	3	2	2	2	5	4
Study leave with pay or sponsorship for further studies	10	8	0	0	10	8
Availability of teaching materials	5	4	0	0	5	4
Favourable work environment	5	4	3	2	8	6
Fringe benefits	4	3	4	3	8	6
Shared responsibility	8	7	0	0	8	7
Recognition	3	2	3	2	6	4
Good interpersonal relation	8	7	3	2	11	9
Maintenance of discipline	5	4	2	2	7	6
Welfare fund	13	11	4	3	17	4
Possibility of advance salary	0	0	3	3	3	3
No response	25	20	0	0	25	20
Column total	101	81	24	19	125	100

Source: Field Data, 2009.

The majority (20%) of respondents from Public Schools decided not to answer the question. Almost all the responses cut across the two types of schools. There were only a few exceptions; respondents from private schools were saying that motivational packages in Private schools do not include increase in salary, end of year bonus, study leave with pay or sponsorship for further studies, availability of teaching materials and shared responsibility. It can be informed from the results that the respondents may be saying two possible things; either that there is no increases in salary in Private Schools or that salary are increased but respondents do not consider that to be a motivational package. The only motivational package existent in Private schools and not in Public Schools is the possibility of salary advance. Anyhow, the data shows that there are a variety of motivational packages in both public and private schools. Whereas the GES personnel interviewed were mentioning increase in salaries and Best Teacher Awards, Heads of the Schools were mentioning Teachers Bungalows at Nyamekrom, Car/Bicycle allowance and Annual Bonus to teachers. Thus, there was no doubt that there are motivational packages in the schools. These motivational packages have been mentioned in the literature.

Given the motivational packages in the respective schools, respondents were asked to list those who instituted them and their responses are shown in Table 10.

Table 10: Those who instituted the motivational packages

Organization	Frequency	Percentage
Ghana Education Service (GES)	21	24
School Authorities	16	18
Parent-Teacher Association (PTA)	22	25
Ghana National Association of Teachers (GNAT)	3	4
Teacher Welfare Association in my school	8	9
No response	17	20
Total	87	100

Source: Field Data, 2009.

Parents want quality education for their children and so most of them do everything possible within their reach to ensure good education for their wards. As seen from Table 10, Parent-Teacher Associations (PTA) is becoming very prominent in Schools, and the responses confirm that; 25 percent of respondents indicated that the motivational packages are instituted by the PTA. Immediately following the PTA is the Ghana Education Service (GES) which attracted 24percent of respondents. It is good that School Authorities are thinking of the well-being of their teachers; 18percent of respondents indicated that School Authorities instituted the motivational packages. Welfare Associations are a great help to most groups of people, and Teachers Welfare Association in schools are no exception. Almost 10 percent (9%) of respondents said that the motivational packages in their schools were instituted by their welfare association. It is interesting that 20 percent “did not

respond” to the question. The Heads of the schools and GES officials interviewed indicated that those packages were instituted by the Government/GES, PTA and Proprietors/Proprietresses of schools. Since discipline is essential to society, and teachers are understood by society to be agents of secondary socialization, it was necessary to find out whether the school authorities allow teachers to discipline students/pupils. Table 11 presents the results of the responses with the type of schools in.

Table 11: Teachers’ participation in disciplining students/pupils in the schools

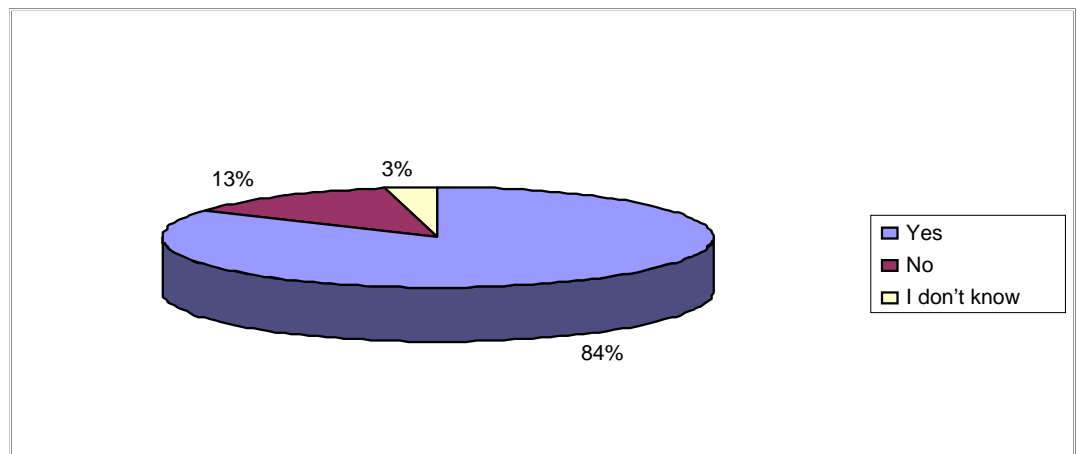
Teachers discipline students/pupils	Type of School					
	Public School		Private School		Total	
	No.	%	No.	%	No.	%
Yes	45	70	10	16	55	86
No	6	9	0	0	6	9
No response	3	5	0	0	3	5
Column Total	54	8	10	16	64	100

Source: Field Data, 2009.

All the respondents from Private Schools answered that teachers are allowed to discipline students/pupil. However, in the case of Public Schools, 70 percent responded positively, whereas 9 percent indicated ‘otherwise’ to the question. There is no doubt that the authorities desire discipline in Public schools. From this point of view, it can be concluded that teachers are allowed responsibility in the schools and that is an aspect of motivation as seen in the literature review. According to Purcell et al. (2003), job influence,

team work, recognition and involvement in decision making lead to job satisfaction, positive attitude to work and consequently enhanced performance. Also the responsibility to discipline students/pupils satisfies some aspect of Maslow's (1984) esteem needs and Alderfer's (1957) relatedness needs. Consequently, some form of participation in administering the school is a form of motivation.

Given the prominence of PTAs in schools, the respondents were asked whether the PTA has done anything specifically to motivate teachers, and their responses are illustrated in Figure 7.



N = 64

Figure 7: PTA and motivation for teachers

Source: Field Data, 2009

Interestingly enough, an overwhelming majority of respondents (84%) indicated that the PTA has done specific things for teachers. It must be noted that only 13 percent of the respondents think the PTA is not doing anything for teachers. Only an insignificant proportion of respondents (3%) claimed that they have no idea what the PTA is doing. To be doubly sure, respondents were asked to enumerate the specific things the PTA has done for teacher and their responses are presented in Table 12.

Table 12: Motivational packages instituted by the PTA

Type of package	Type of school					
	Public		Private		Total	
	No.	%	No.	%	No.	%
Soft-furnished staff common room	2	3	0	0	2	3
Award for best teacher	2	3	0	0	2	3
End of year bonus for staff	10	15	3	5	13	20
Teachers incentive/motivation	3	5	5	8	8	13
Motivation for students' performance	3	5	0	0	3	5
Extra responsibility Fund/Allowance	15	23	0	0	15	23
Bungalow for Staff	2	3	0	0	2	3
Don't know	5	8	0	0	5	8
No response	12	19	2	3	14	22
Total	54	84	10	16	64	100

Source: Field Data, 2009.

The data reveals that the PTA has instituted more motivational packages in Public Schools than in private schools. This is not the normal situation; the general perception is that it is often in Private schools that the PTA gets heavily involved. Parent who want to follow the education of their wards closely send them to Private School. Anyway that is what the data reveals. Since the schools perform the role of secondary socialization, its *raison d'être* is not solely teaching in the class-room, it incorporates the formation of the entire person. In recognition of that the PTA has instituted an “Extra responsibility Fund/Allowance” with the view to motivating teachers in their work of forming the pupils/students into good citizens for society. The response attracted 23 of the respondents from Public schools and none from

the Private schools. Another important package is “end of year bonus for staff,” and that attracted 15 percent of respondents from Public schools, and 5 percent from Private schools. One way of deciphering how teachers are performing is look at the performance of their students/pupils; hence the PTA has instituted a motivational package for student’s performance. That will make every teacher put in their best so that their pupil/students can perform well and win them the motivation. That response attracted 5 percent from respondents from the Public schools and none from Private schools. Almost 20 percent of respondents from Public schools indicated “No response” and “I don’t know” respectively. Only 3 percent from the Private schools indicated “No response.” A possible implication of those two categories of responses is that respondents have not looked critically at what is going on in their schools.

It was necessary to find out whether the motivational packages are accessible to all teachers. If it is true that the Government/GES, Proprietors and the PTA intend impressive performance for their pupils/students, and they know that the performance of pupils/students depends largely on teachers, then they must make all teachers beneficiaries of the motivational packages. With his equity theory, Adam (1993) postulates that workers do not work in a vacuum, rather they compare their situation with other workers within their own outfit and those in other outfits. They look out for equity, justice and fairness; if they feel equally motivated, they work with joy. In keeping with Adam; theory (1993), the interviewees indicated that the packages benefit all teachers. That can create healthy competition among teachers to boost performance in the schools. The Assistant Director responsible for Finance and Administration at the GES qualified his response by saying that the packages are accessible only to teachers with five years teaching experience. What the Assistant Director at GES in the NJM, said may be applicable to

teachers in Public Schools. All-told, it must be concluded that a good number of motivational packages are instituted for teachers and are accessible to all teachers.

Why people become teachers

The theoretical framework for the study propounds that motivation engenders positive attitude in workers and enhances performance. Thus after establishing that there are motivational packages in the schools for teachers, this section is dedicated to finding out what motivated people to become teachers. Since teaching has over the years been considered as the only option for people who did not do well to enter Sixth Form or University, respondents were asked whether their grades were good enough to qualify them to enter the University/Sixth Form as illustrated in Table 13.

Table 13: Respondents' grades and qualification for higher education

Problem with qualification	Frequency	Percentage
Yes	51	80
No	5	8
No response	8	12
Total	64	100

Source: Field Data, 2009.

The impression one gathers from the results is that for these respondents, teaching is an attractive profession. Eighty percent of the entire respondents indicated that their grades were good enough to qualify them to continue their education at the University/Sixth Form. Only 8 percent said their grades disqualified them from entering the University/Sixth Form. To

discover that 80 percent responded yes to the question clarifies the misconception that only those who have poor grades choose the teaching profession. Strictly speaking, only the best (i.e. the most intelligent) in society must become teachers because as the Latin saying goes, *Nemo dat quod non habet* (meaning one does not give what one does not have). A person must be knowledgeable in something before he/she can impart that knowledge to another person. Thus it is encouraging to know that 80 percent of the respondents indicated that their grades were good enough for entering the University/Sixth Form. Given this situation, respondents were asked why they did not enter the University/Sixth Form and their responses are presented in Table 14.

Table 14: Reasons why respondents did not enter the University/Sixth Forms

Reasons	Frequency	Percentage
My parents had no money to take me to the University	23	36
Because I needed a profession first	3	5
No response	38	59
Total	64	100

Source: Field Data, 2009.

The majority of respondents (59%) decided not to respond to the question. Could it be that their story could be so sad that they did not want to share it or is it such a shameful story that they refuse to tell it. One common setback to higher education in Africa is lack of money. Most people are

unable to further their education due to poverty, and that is well supported by the results; as 36 percent of the respondents attributed their inability to enter the University/Sixth Form to poverty on the part of parents. Only 5 percent of the respondents saw their becoming teachers from the point of professional formation. Respondents were asked why they did not rewrite the exams if their grades were not good enough and they didn't want to become teachers. Their responses are shown in Table 15.

Table 15: Reasons why respondents did not rewrite the exams

Reasons	Frequency	Percentage
I qualifies for the Teacher		
Training College/Post Secondary	8	12
Training College so I opted for it		
My parents had opted to send me to the Training College	3	5
It qualified me for diploma, so I entered	2	3
No response	51	80
Total	64	100

Source: Field Data, 2009.

The 80 percent who earlier indicated that their results were good to qualify them to go to the University refused to respond to the question. Out of the remaining 20 percent, 12 percent said they qualified for the Teacher Training College /Post Secondary Training College and so they opted for teaching. Three percent of respondents said their parents had decided to send

them to the Training College. Given the varied responses, it became necessary to ask respondents at what point in life they became teachers, and the responses are presented in Table 16.

Table 16: The educational level at which respondents became teachers

Responses	Frequency	Percentage
After form four in the Elementary school	16	25
After my Secondary education	23	36
After my Polytechnic education	5	8
After University	15	23
No response	5	8
Total	64	100

Source: Field Data, 2009.

Majority of respondents (36%) became teachers after Secondary School followed by Elementary School (25%). A fourth, (25%) of respondents who had only elementary school and 36 percent with secondary education were pupil teachers. However, it can be said that most of them have improved their level of education as portrayed in Table 2. Over 20 percent (23%) of respondent became teachers after University. Ordinarily, the Polytechnics are not oriented toward training teachers, and so only 8 percent of respondents became teachers after Polytechnic education. Based on the results in Tables 13, 14 and 15, respondents were asked whose decision it was that they became teachers and their responses are presented in Table 17.

Table 17: How respondents became teachers

Reasons	Frequency	Percentage
My own decision	37	58
My parents	8	12
I am a victim of circumstances	19	30
Total	64	100

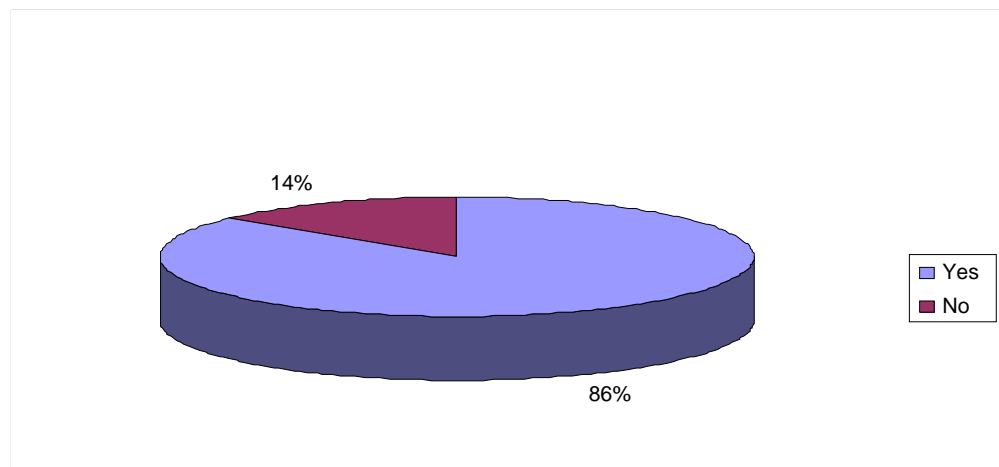
Source: Field Data, 2009.

Even though there are various levels of external influences on people when they take decisions, due to the fact that people have been endowed with free will by God, they can make choices. Hence almost 60 percent (58%) of respondents indicated that the decision to become teachers is their own. Nearly a thirty percent (30%) responded that they are victims of circumstances; they could not do anything but become teachers. Parents play an important role in what their children become in future; so 12 percent of respondents indicated that their parents are responsible for their becoming teachers. The Heads of Private Schools observed that looking at how teachers work, they give the impression that they became teachers on their own account, whereas the GES personnel and Heads of public schools said from what they have observed, teachers work as if they were forced to become teachers.

When the Head of the private schools were asked about the dedication of the teachers to their work, they responded that the teachers look quite dedicated to their work. With respect to the GES personnel and the Heads of public schools, some teachers are dedicated, whereas majority of them do not show any dedication to their work at all. From the literature review,

dedication to work stems from motivation and positive attitude to work. According to Maslow (1984), Herzberg (1957) and others, once teachers are motivated, they develop a positive attitude to work and actually perform. Hence, the observation that majority of teachers are not dedicated to their work suggests that they are not motivated to work, irrespective of the fact that the decision to become teachers is theirs. In keeping with the literature review, therefore, the teachers' level of dedication could partly explain the poor performance of students/pupils in the NJM.

Respondents were asked whether they think other teachers have become teachers through similar means and their answers are illustrated in Figure 8.



N = 64

Figure 8: Respondents' perception about why other teachers became teachers

Source: Field Data, 2009

That an overwhelming majority of (86%) responded positively to the question, implies that for some of the teachers, the decision is theirs; others are victims of circumstances while others were made to become teachers by their parents. The remaining 14 percent of respondents responded that other

teachers may not have become teachers due to reasons similar to theirs. Since for some teachers, the decision to become teachers was not theirs, respondents were asked to explain why they still became teachers and the responses are shown in Table 18.

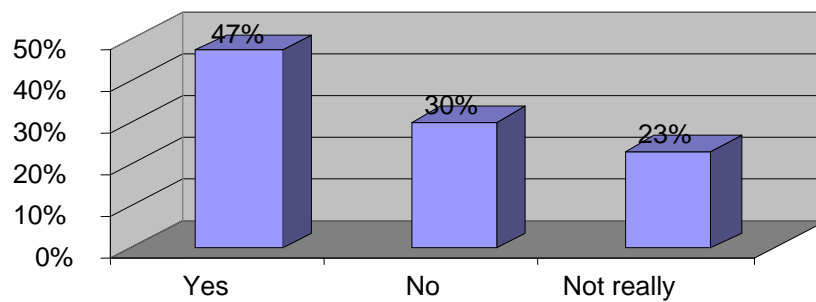
Table 18: Reasons why respondents became teachers if the decision is not theirs

Reasons	Frequency	Percentage
I didn't want to go against my parents' decision	10	16
There was nothing else I could do, since my grades were not good enough	5	8
Because there wasn't enough funds	5	8
Since no job, I had to go into teaching to survive	2	3
No response	42	65
Total	64	100

Source: Field Data, 2009.

Sixty-five percent of respondents refused to give any reason. Obedience to parents seems to be deep-seated in respondents; as 16 percent of respondents indicated that they became teachers because they did not want to oppose the decision of their parents. Due to the competitive nature of Western Education, grades are very decisive in what someone becomes in future; 8 percent of respondent responded that they had no other option because their

grades were not good enough, while 8 percent said there were no funds. Another interesting response was that since there were no other jobs, and man had to survive, they had to go into teaching. That means they would not have become teachers, if they had other options. The results reveals that there were other factors that compelled respondents to become teachers. Since some respondents took their own decision to become teachers and others were influenced by others to become teachers, respondents were asked whether they are happy to be in the teaching professions and the results are shown in Figure 9.



N = 64

Figure 9: Whether respondents are happy as professional teachers

Source: Field Data, 2009

Irrespective of the fact that some respondents did not choose to become teachers, 47 percent indicated that they are happy as teachers, whereas 30% said they are not and yet another 23 percent responded that they are not really happy. The heads of private schools interviewed stated that teachers are partly satisfied with their work but the Heads of Public institutions and GES personnel maintained that teachers are not very happy with their situation. Thus was necessary to find out underlying factors that factors that could account for this and their responses are shown in Table 19.

Table 19: Reasons for respondents' happiness

Reasons	Frequency	Percentage
Since It is my own choice, I throw myself into it	24	38
Although it was not my choice, it is a job and I earn a salary	8	12
No response	32	50
Total	64	100

Source: Field Data, 2009.

Nearly 40 percent (38%) of respondents indicated that since it is their own choice to become teachers, they throw themselves into teaching. Twelve percent stated that although they did not decide to become teachers, they earn a salary and that makes them happy. According to Purcell (2003), job satisfaction is predicated on money among other things. And so the response of the 12 percent of the respondents fits into normal life situation; they are happy because of perhaps the money involved. For Johnson (1991), job satisfaction or dissatisfaction depends on pay, professional status and autonomy. For Cavanagh (1992) and Lynch (1994), job satisfaction is seen in terms of benefits, participation, promotion, routine communication, adequate salary, hours of work, flexibility in scheduling hours, and weekends off, compensation for weekend work as well as social contact at work. The contrary question was put to respondents, to explain what accounts for their unhappiness if they are not happy about their job. Table 20 shows the results.

Table 20: Reasons accounting teacher’s unhappiness

Reasons	Frequency	Percentage
There are no incentives	18	28
The salary is too meager	20	32
No response	26	40
Total	64	100

Source: Field Data, 2009.

Among the motivational packages listed by Purcell et al. (2003) as ensuring job satisfaction are recognition, salary increase, good conditions of service and involvement in decision. Over 30 percent (32%) and 28 percent indicated the paucity of salary and lack of incentives respectively as reasons underlying their unhappiness. Also Maslow (1984) and Herzberg (1957) maintain that workers are motivated first and foremost by money. The responses confirm what Purcell et al. and Maslow and Herzberg have observed teachers are not happy because their salary is small. Respondents were asked whether their situation, i.e. happy or unhappy, affect their performance and Figure 10 contains the responses.

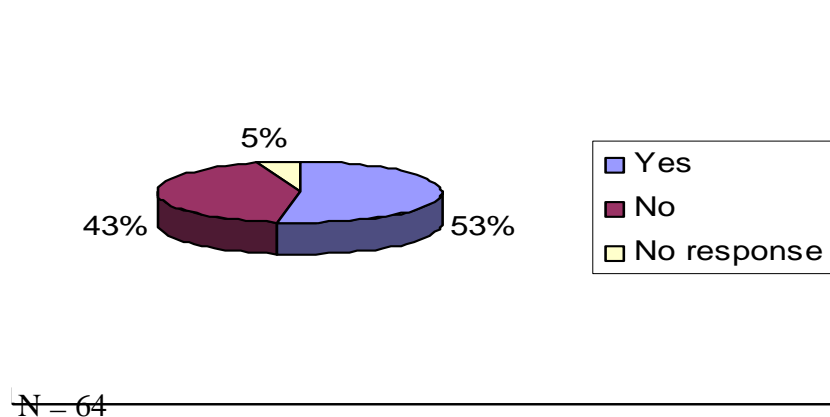
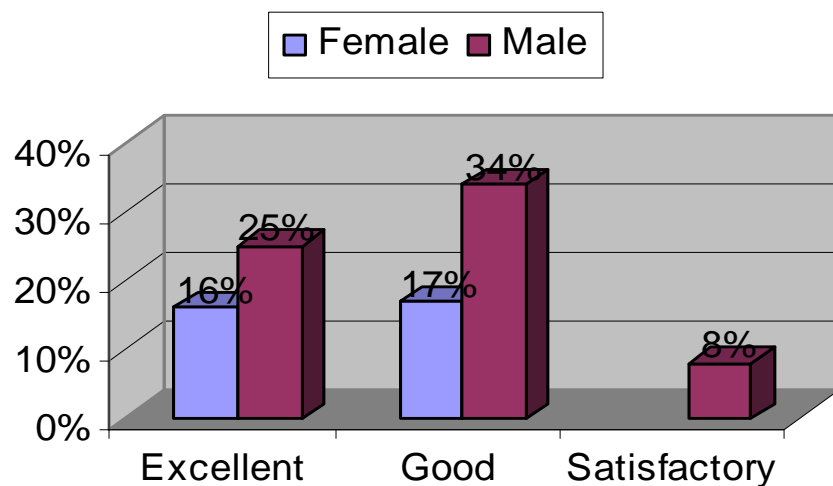


Figure10: Respondents situation and their performance

Source: Field Data, 2009

Over half percent (53%) of respondents stated that their situation affects their performance, while 42 percent said it does not matter. According to Adam (1993) job satisfaction enhances performance whereas dissatisfaction leads to poor performance, Vroom (1964) subscribes to the same idea. O'Donnell (1994) holds that dissatisfaction leads to alienation. Although Brayfield and Crockett (1955) argue that there is no appreciable relationship between workers' attitude and their performance, the respondents have disproved that. To sum up, it could be said that the situation of the workers affect their performance. Teachers were asked to grade their performance and the responses are presented against their gender in Figure 11.



N = 64

Figure 11: Respondents self-grading

Source: Field Data, 2009

The response “Good” attracted a higher proportion of respondent among both sexes than those who graded themselves excellent and satisfactory. Whereas 17 percent of female respondents graded themselves Good, 16 percent graded themselves excellent; similarly 34 percent of male respondents qualified their performance as Good while 25 percent graded themselves excellent. Whereas no female respondent graded themselves

satisfactory, 8 percent of male respondents qualified their performance as satisfactory. In most cases, female teachers are more dutiful than the male teachers, and that seems to be corroborated by the data. When the same question was put to the GES personnel, Heads of Schools and Proprietors/Proprietresses, this is how they graded the performance of teachers: “65 percent – 70percent;” “Average” and “50 percent – 60 percent”. Thus both the quantitative and qualitative data supported what the teachers said about themselves that teachers’ performance could be better.

People’s expectation of the teaching profession

The expectation people have of a particular profession plays a salient role in assessing the performance of people in that profession. Ordinarily, the reality is to juxtapose the results in Figure 11 with the expectations of the people so as to figure out whether they are performing or not. Hence, respondents were asked about the impression people have of the teaching profession, as shown in Table 21.

Table 21: People's impressions of the teaching profession

Expectation	Responses	
	Frequency	Percentage
Teachers are very intelligent people	34	32
Teachers have power and authority	6	6
Teachers are people who are respected in society	14	13
Teachers are models in society	28	26
They are consulted on many issues in the community	24	23
Total	106	100

Source: Field Data, 2009.

To be able to impart knowledge to other people, one needs to be knowledgeable and intelligent, and the respondents' well-underscored this reality. Almost a third (32%) of respondents indicated that teachers are very intelligent, 26 percent said they are models in society, 23 percent stated that teachers are consulted on many issues in the community, while 13 percent and 6 percent indicated that they are respected in society and wield firmly power and authority respectively. The impression people have of teachers tie in with what Maslow (1984) conception of esteem needs which sub-divides into low esteem and high esteem. They include the need for respect of others, status, fame, glory, recognition, attention, reputation, appreciation, dignity, dominance for the low esteems, while the high esteem needs include self respect, feeling of confidence, competence, achievement, mastery, independence and freedom. Thus all the impressions people have of the teaching profession point to self-actualization. The next question put to respondents was to find out respondents' own impression about the teaching profession and their responses are presented in Table 22.

Table 22: Respondents' impressions about the teaching profession by sex

Responses	Female		Male		Total	
	Freq.	%	Freq.	%	Freq.	%
They were decent people	2	2	11	9	13	11
Teachers came across to me as very intelligent people	0	0	10	8	10	8
They were in charge of secondary socialization	2	2	3	3	5	5
They impart knowledge to people	14	12	14	12	28	24
They commanded respect in Society	2	2	8	7	10	9
They contribute immensely to the development of society	7	6	0	0	7	6
They instilled virtue in people	4	3	9	8	13	11
Teachers are models in society	7	6	15	13	22	19
They were people who were consulted on many issues in the community	4	3	5	4	9	7
Total	42	36	75	64	117	100

Source: Field Data, 2009.

The most widespread impression about teachers among the male teachers was that teachers are models in Society. That response attracted 13 percent of male respondents and 6 percent of female respondents. Being teachers, it is well known that they impart knowledge to people, and that accounted for 12 percent of respondents from both sexes. Whereas the female

respondents do not consider teachers to be very intelligent, 8 percent of the male respondents have the impression that teachers are very intelligent people. Similarly, while the male respondents do not consider the contribution of teachers to the development of society, 6 percent of females see teachers as contributing immensely to the development of society. This reality could not be ignored given that, in general, teachers contribute to the development of society. Any community without values will cease to exist; hence 8 percent and 3 percent of male and female respondents respectively indicated that they see teachers to be instilling virtue in people. Three percent and 2 percent of males and females respondents respectively responded that teachers were in charge of secondary socialization. The strange thing about this response is the paucity of proportions that subscribed to it because the principal role of teachers is that of agents of secondary socialization.

For the scholars reviewed, motivation engenders positive attitude to work and boosts performance. If teachers have such an important role as agents of secondary socialization to play, then their level of motivation must be everybody's concern. Sight must not be lost of the fact that the lack of motivation leads to alienation and poor performance. In that vein, if teachers are not motivated, secondary socialization suffers and societal values are forgotten leaving society in chaos.

After spelling out these impressions about teachers, respondents were asked to state what exactly motivated them to become teachers as indicated in Table 23.

Table 23: Reasons that motivated respondents to become teachers

Motivating Factors	Frequency	Percentage
It is a profession so the money attracts me	25	37
The role teachers play in society	6	9
The respect they are accorded in society	18	27
To use it as a stepping stone	3	4
Nothing	3	4
No response	12	18
Total	67	100

Source: Field Data, 2009.

The results show in Table 23 suggests that money has become a deciding factor in most sectors of life, and so 37 percent of respondents indicated that they were attracted by the money associated with the teaching profession. Other respondents (27%) were attracted to teaching by the respect accorded teachers. Almost tenth (9%) of respondents became teachers because of the role teachers' play in society. The first three responses reflect the three major relevant motives or needs in the work place as spelt out by McClelland Achievement Theory (1961). They are the need for achievement, the need for power and the need for affiliation. Associated with the teaching profession is the capacity to achieve one's aims and expectation, the capacity to gain power and to gain status in society and therefore create acquaintances. Teaching could also afford people the opportunity to further their education, and so some people use teaching as a stepping stone to get into other walks of life. Thus 4 percent of respondents said they became teachers so that they can

do other things in life. Another 4 percent also stated that nothing motivated them to become teachers, they may belong to those who became teachers because their parents wanted them to be teachers.

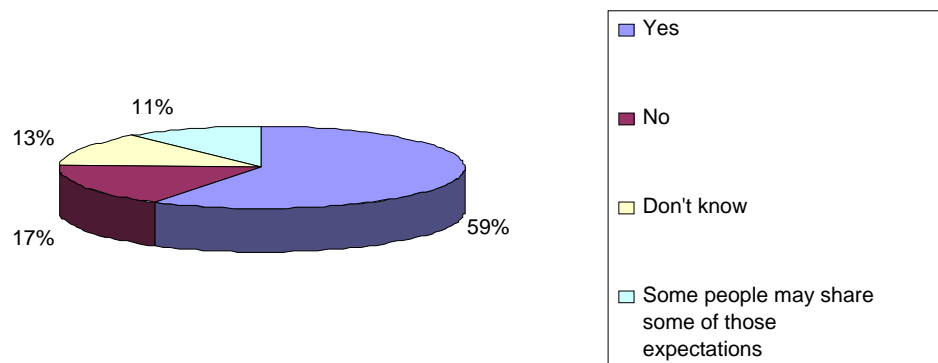
As to the expectations that bring people into teaching, the interviewees had these to say: “so as to get jobs to do and also serve as stepping stone for them;” “they use teaching as a stepping stone to get a better job in future” and “to some, they just want work to do. To others, teaching serves as a stepping stone for them”. Thus according to the GES personnel and the Heads of institutions, the fact of using teaching as a stepping stone for a better job later is so widespread. Having been thus motivated into teaching, respondents were asked their expectation for the teaching profession, (Table 24).

Table 24: Respondents expectations of the teaching profession

Expectations	Freq.	Percentage
That they should be respected	18	20
That they should be rich	2	2
That they should better educate their children	14	15
That they should be the best paid people in the country	36	39
That they should make intelligent contribution to community development	19	21
That they should not be drunkards	3	3
Total	92	100

Source: Field Data, 2009.

According to Vroom (1964), the strength or tendency to act in a certain way depends on the strength of an expectation. It was in that light that respondents were asked to state their expectation of the profession. Respondents expressed a variety of impressions of the teaching profession. Almost 40 percent (39%) said that they expected teachers to be the best paid workers in society. Others expected teachers to make intelligent contribution to community development (21%) followed by those who expected teachers to be respected in society (20%). Education must be important to every teacher and so 15 percent of respondents expect teachers to give their children quality education. Only 3 percent of respondents think that teachers should not be drunkards and only 2 percent expect teachers to be rich. The Head of Institutions and GES personnel expect teachers “to be dedicated to their job or work” and “they are also supposed to serve as role models to be emulated by students.” Respondents were asked to indicate whether they think their colleagues possess similar expectations of the teaching profession, and their responses are shown in Figure 12.

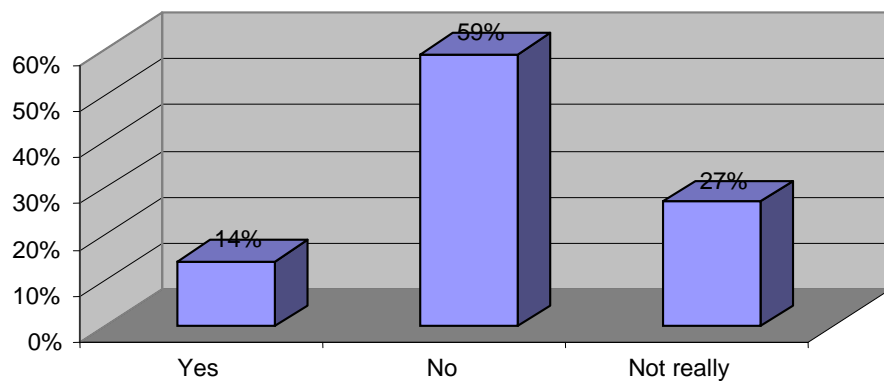


N = 64

Figure 12: Respondents' perception of other teachers' expectations of teaching

Source: Field Data, 2009

Almost 60 percent (59%) of respondents think other teachers have expectations for teachers similar to theirs. Seventeen percent indicated that their colleagues do not share their expectations for the teaching profession. Whereas 11 percent indicated that some teachers may have some of those expectations, 13 percent simply said they do not know the expectations of their colleagues. On this same issue, the Heads of institutions and GES personnel gave responses such as these: teachers are “to teach and make sure their students also learn;” “to train the children both academically and socially for them to become good citizens;” and “they are expected to discharge their duties diligently. Expectations are supposed to be met, and so respondents were asked whether their expectations had been met since they became teachers, as illustrated in Figure 13.



N = 64

Figure 13: Satisfaction of respondents' expectation

Source: Field Data, 2009

What gives joy to people in their profession is the fulfillment of their expectations. However, only 14 percent of the respondents stated that their expectations have been met. A bigger majority of (59%) of respondents

minced no words in indicating that their expectations have not been met. Another 27 percent of respondents pointed out that their expectations have not really been met. Whereas the 59% were very emphatic in their response, the 27 percent nuanced their response. This means is that, probably the expectations of the 27 percent have been met to a certain extent. The expectations of teachers as presented in Table 24 reflect the motivational packages enumerated in Table 12. So it could be said that 86 percent of teachers are not motivated to work.

An effort was made to make respondents suggest why their expectations have not been met and the responses are presented in Table 25

Table 25: Reasons why respondents' expectation have not been met

Reasons	Frequency	Percentage
Society has changed and people no longer accord teachers the respect they hitherto accorded them	10	13
The Government does not pay teachers well in comparison with other workers	41	52
Due to modern day liberalism, very few people, if any seek the opinion of teachers in society	8	10
No response	20	25
Total	79	100

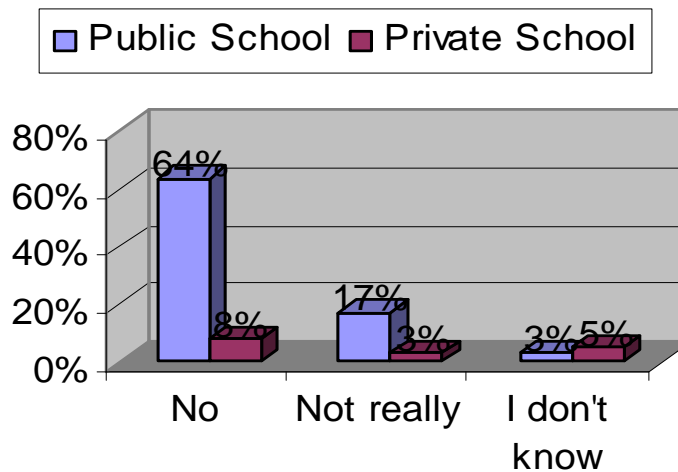
Source: Field Data, 2009.

There have been many agitations about the salary of teachers; the general impression is that teachers' salary is too small. Over half (52%) of respondents stated that the Government does not pay teachers well, and according to Maslow (1984) and Herzberg (1957), workers are motivated first and foremost by money. With paucity of salary, one can argue with Maslow and Herzberg that the teachers will not feel motivated. Society is changing, and that has caused lots of bouleversement in the social setting, consequently, teachers are not accorded the respect they hitherto received. That response attracted 13 percent of respondents; another 10 percent suggested that the liberalism of the day has eroded the practice of having to seek the opinion of teachers. The three reasons given are paucity of salary, changes in society and liberalism. Having learnt that majority of respondents (59%) does not consider their expectations met, the study moved on to the final section of this chapter to look at the extent to which motivation affects the attitude of teachers in the NJM.

Motivation and the attitude of teachers in the NJM

The study sought to find out whether there exists a relationship between motivation and the attitude of teacher to work in the NJM. It must be remembered that according to New Juaben Municipal Education document (2008), education in the Municipality has been going down, and the blame has been leveled against the teachers who do not feel motivated at all. As depicted earlier in Figure 9, 41 percent and 51 percent of respondents grade their performance as excellent and good respectively, even 8 percent of respondents were comfortable to classify their performance as satisfactory. The teachers

themselves know that their performance is not the best, so to some extent, the NJM educational document could be justified when they blame the teachers for the relative poor performance of students/pupils. Also the conceptual framework for analyzing the data states that motivation leads to positive attitude to work and consequently enhances performance, whereas lack of motivation culminates in poor performance. In order to verify whether teachers attitude depends on motivation, respondents were asked whether they think teachers in the NJM are motivated. The first question was about teachers in Public schools, and the responses are shown in Figure 14.



N = 64

Figure 14: Perception of the motivational status of teachers in public schools

Source: Field Data, 2009

No respondent thinks that teachers in Public Schools are motivated. An overwhelming majority of respondents from Public Schools (64%) responded with an unqualified “No” to the question, 8 percent from Private schools gave a similar indication. Even though respondents named a couple of motivational packages in Public schools, they are still not motivated. As a matter of fact, all the responses imply that teachers in the Public schools are

not motivated. What about teachers in Private Schools, respondents were asked whether they are motivated or not, and their response are shown in Table 26.

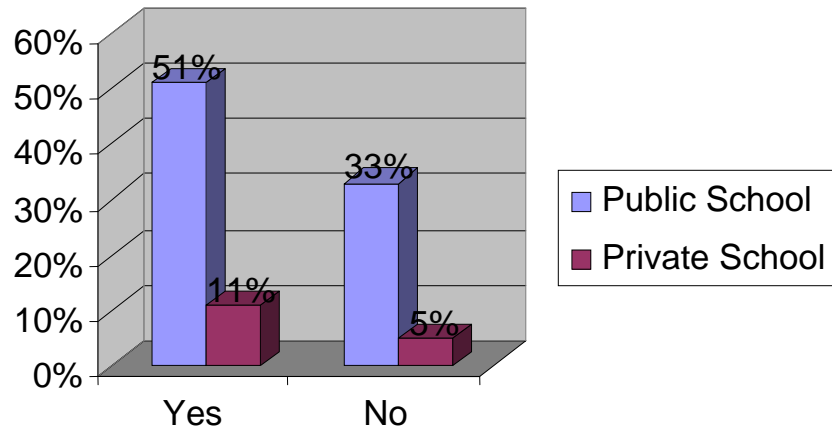
Table 26: Respondents' perception about the motivation of teachers in Private Schools

Responses	Public School		Private School		Total	
	No.	%	No.	%	No.	%
Yes	26	41	0	0	26	41
No	11	17	5	8	16	25
Not really	11	17	5	8	16	25
I don't think so	6	9	0	0	6	9
Total	54	84	10	16	64	100

Source: Field Data, 2009.

Whereas respondents from Private Schools do not think that teachers in Private schools are not motivated, 41 percent of respondents from Public Schools think teachers in Private Schools are motivated. The implication is that whereas respondents from Private schools are giving answers based on reality, respondents from Public Schools are making a conjecture that teachers in Private Schools are motivated. As shown in Figure 13, the data in Table 25 stresses that teachers in Private schools are not motivated. Although respondents enumerated lots of motivational packages in Public and Private Schools yet teachers are not motivated. The general impression that the teachers in the NJM are not motivated was confirmed by the GES personnel,

the Heads of Schools and Proprietors/Proprietresses. Respondents were asked to indicate whether they themselves are motivated, and the response is shown in Figure 15.



N = 64

Figure 15: Respondents' motivational status

Source: Field Data, 2009

Out of the 84 percent of teachers sampled from Public Schools, 51 percent said they are motivated while 33 percent indicated that they are not motivated. Eleven percent of respondents from Private Schools said they are motivated whereas 5 percent claimed that they are not motivated. This scenario explains the falling educational standard in the NJM, because the conceptual framework states that motivation leads to good performance whereas lack of motivation poor performance. If such a significant proportion of respondents from Public School (33%) are not motivated to teach, then education in the Municipality is at risk.

Having learnt the motivational status of respondents and other teachers in the NJM, respondents were asked to describe the attitude of teachers. The results are shown in Table 27.

Table 27: Respondents' description of the attitude of teachers in the NJM

Age of Respondents	Very hard working		Whereas some are hard working, others are lazy		Don't know		Total	
	No.	%	No.	%	No.	%	No.	%
25 – 29	0	0	10	16	0	0	10	16
30 – 34	6	9	13	20	2	3	21	32
35 – 39	5	8	7	11	0	0	12	19
40 – 44	0	0	3	5	3	5	6	10
45 – 49	3	5	2	3	0	0	5	8
50 and above	2	3	8	12	0	0	10	15
Total	16	25	43	67	5	8	64	100

Source: Field Data, 2009.

A more realistic response to the question was that “whereas some teachers are hard-working, others are lazy.” That response attracted 20 percent of respondents from the 30 – 34 years age group; 16 percent from the 25 – 29 years age group; 12% for 50 years and above and so on. On the whole the response accounted for 67 percent of the entire respondents covering all the age groups. Only 25 percent as against the 67 percent earlier mentioned indicated that teachers are very hard working. This response did not attract respondents from the 25 – 29 years age group and the 40 – 44 years age group. These two groups represent teachers who have been teachers for only a few years, and those who must have been teaching for a number of years, and so they must be taken seriously. Their observation could not be overlooked that a larger majority of 67 percent of respondents indicated that some are hard working while others are lazy confirms that there are individual differences

among the teachers. The next question put to respondents was whether they think most people would describe teachers similarly, and the results are depicted in Figure 16.

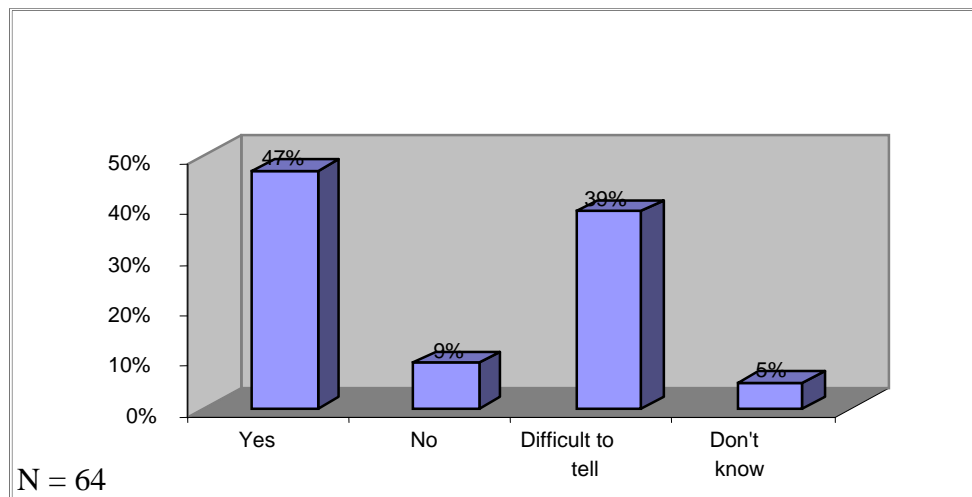


Figure 16: Perception about the description of teachers by most people in the NJM

Source: Field Data, 2009

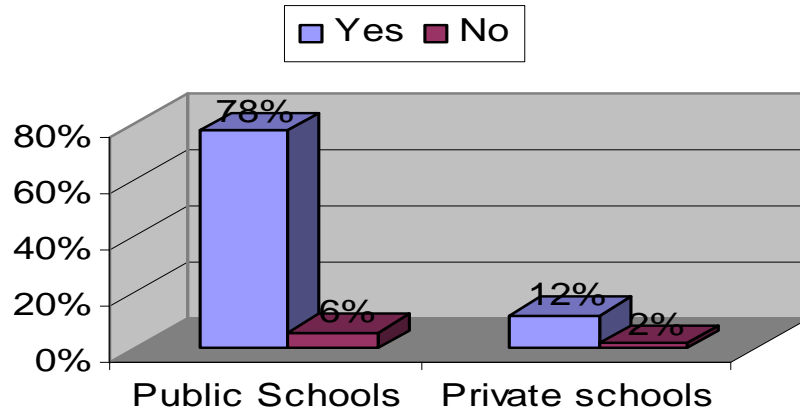
Whereas 47 percent of respondents indicated yes to the question, and 9 percent said no, 39 percent stated that it is difficult to tell, 5 percent said they do not know. Unless one is in constant conversation with people over an issue, it is difficult to decipher what people think about an issue. Respondents were asked to describe their own attitude to work, and their responses are presented in Table 28.

Table 28: Respondents' description of their own attitude to work

Responses	Frequency	Percentage
Very serious about my work	28	40
Very dedicated and dutiful	37	53
I don't approach teaching as a duty, I consider it as my mission	5	7
Total	70	100

Source: Field Data, 2009.

The responses differ significantly from those in Table 26. Whereas only 25percent of respondents considered other teachers to be hard working and 67 percent said some are hard-working and others lazy (Table 26), 40 percent see themselves to be very serious about their work and 53 percent indicated that they are very dedicated and dutiful. The remaining 7 percent responded that they see teaching as their mission. In sum, respondents stated that they are very serious, hard-working and dutiful but the other teachers are not. The GES personnel and Heads of Schools interviewed said similar things such as: “Some are committed and dedicated but are not up to the task;” they display “lukewarm attitude to their work;” others said “their lackadaisical attitude to work is not the best.” Thus the qualitative data converge on the point the teachers are not as dedicated to their work as expected of them and that explains why performance of students has worsened over the years. The next question put to respondents was whether they attribute their attitude to motivation, and their responses are presented in Figure 17.

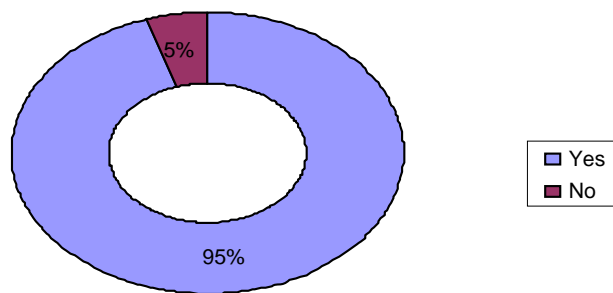


N = 64

Figure 17: Reasons accounting for respondents' attitude to work

Source: Field Data, 2009

From the data, it is clear that teachers attribute their attitude to work to motivation. Implicitly, if teachers are motivated, then they will develop a positive attitude to work and, therefore, perform well or vice versa. Seventy-eight percent of respondents from public schools see a direct relationship between teachers' attitude and motivation, leaving only 6 percent who said the attitude of teachers is not dependent on motivation. Similarly, out of the 16 percent of respondents from Private Schools, 12 percent indicated that teacher's attitude to work is attributable to motivation whereas only 2 percent said there is no relation between motivation and teacher's attitude. The responses tie in with what the conceptual framework announces, that attitude to work is dependent on motivation. From this springboard, respondents were asked to indicate whether they think motivation affects the performance of teachers and their responses are presented in Figure 18.



N = 64

Figure 18: The relationship between motivation and performance

Source: Field Data, 2009

It must be borne in mind that teachers in both the Public and Private Schools are not motivated; also their performance requires some improvement. An overwhelming majority (95%) indicated that motivation affects the performance of teachers. The Proprietors, Heads of Schools and GES personnel agreed with the respondents that motivation affects the performance of teachers. The response confirms what Maslow (1984) had observed, that if workers are given adequate pay and other incentives, they would be satisfied and motivated to perform, so there is a correlation between motivation and performance. At this point, a general question was put to respondents, to find out whether they think there is a correlation between motivation and teachers attitude.

Table 29: Correlation between motivation and teachers' attitude

Responses	Yes		Yes Indeed		Total	
	No.	%	No.	%	No.	%
Teacher Training College	4	6	3	5	7	11
Polytechnic/Professional Studies	4	6	6	10	10	16
University	41	64	6	9	47	73
Column Total	49	76	15	24	64	100

Source: Field Data, 2009.

The theoretical framework argue that motivation leads to positive attitude toward work whereas lack of motivation engenders negative attitude to work and, therefore, poor performance. All the respondents unanimously indicated that there is a correlation between motivation and teachers' attitude to work. Whereas 76 percent of respondents indicated an unqualified "Yes" to the question, the remaining 24 percent laid emphasis on their response, by saying "Yes indeed." In addition, all the Heads of Schools, Proprietors and GES personnel responded with an unconditional "Yes" to the question. The response is in keeping with what was remarked by all the scholars whose works were reviewed. For instance, Mathias (1982) and Mitchell & Jackson (1982) maintain that the behaviour of a person is determined by what motivates them. Although Brayfield and Crocket (1955) argued that there was little evidence of appreciable relationship between employees' attitude and their performance. They maintained that it is not job satisfaction that produces high performance, it is rather the opposite. The primary concern of the study was to find out whether there exists a relationship between the two variables, the study does not concern itself with pointing out which of the two variables

is the cause and which one the effect. Respondents confirm what Maslow (1984) and Herzberg (1957) and other scholars reviewed have stated that motivation affects attitude to work and performance.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

Introduction

This chapter focus on three sections, the first section presents summary of major findings, the second section centers on the conclusion while last section centers on recommendations.

Summary of major findings

Whereas 58 percent of respondents pointed out that they freely decided to become teachers, 30 percent indicated that they were victims of circumstances. Even those who did not want to become teachers did so because their parents had chosen that profession for them and they did not want to disobey their parents. Given the circumstances surrounding the decision to become teachers, some teachers are happy, while others are not happy, and respondent argue that their respective conditions affect their performance at work.

Most people have the impression that teachers are intelligent people and are role models in society, and that they impart knowledge to people. For a remarkable proportion of respondents, money attracted them to the teaching profession. Hence, they expect teachers to be well paid, but their expectations are not met, because the Government of Ghana does not pay teachers well.

Teachers from both Public and Private Schools do not feel motivated enough. On the question of their attitude to work, the researcher found out that not all the teachers are hard working; while some are hard-working others are lazy. There was unanimity among respondents (95%) that teachers' attitude to work is attributable to motivation or lack of motivation. Similarly, motivation affects teachers' performance. In fact, it was discovered that there exists a relation between motivation and teachers attitude to work.

Conclusions

For motivation to be effective a holistic approach must be adopted. One should bear in mind that people are motivated by their own individual goals and desires.

We should try to know people and understand their needs. Blanket assumption that all employees will be motivated by one thing such as salary increase or bonus will eventually fail. It should also be realized that teachers like any other group of people have varied background and experiences and are therefore more motivated by feelings and sensitivities than by logic and facts. Not all individual have the same means and desire and success of a particular motivational technique would depend upon an individual personality, occupation and cultural background. There is no one motivational factor guaranteed to improve all teachers' performance.

Majority of the respondents in the New Juaben Municipality were dissatisfied with their salary and other conditions of service under the Ghana Education Service as well as the kind of recognition they receive in society.

Thus if teachers become satisfied with these motivation factors identified, their attitude and performance may improve remarkably.

Recommendations

- Since the attitude of teachers, to a larger extent, determines the performance of students/pupils, the Government and Proprietors/Proprietresses must concern themselves with engendering in teacher a positive attitude to work;
- The one most outstanding motivational package was/is salary of workers which has been extremely small. The Government and Proprietors/Proprietresses must make sure that they pay just wages to teachers;
- Respondents compared their salary with that of other workers and pointed out that their salary is meager. Along those lines, the government should do well to implement the single span salary scheme;
- It is also clear that the teaching profession is not very attractive to most people, however, its importance to society cannot be overemphasized.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS IN GENERAL

I am a student of the University of Cape Coast, Centre for Development Studies. I am undertaking a study into motivation and attitude of teachers in the New Juaben District. The study intends to find out whether incentives/motivation impacts on the attitude of teachers to their work. I would be pleased if you could answer some questions for me.

SECTION A: Personal Data of Respondents

A1. Age of respondents

- 01 25 – 29 years
- 02 30 – 34 years
- 03 35 – 39 years
- 04 40 – 44 years
- 05 45 – 49 years
- 06 50 years and above

A2. Gender of respondents

- 01 Female
- 02 Male

A3. Religion of respondents

- 01 Christianity
- 02 Islam
- 03 African Traditional Religion
- 04 Other: specify

A4. Marital status

- 01 Married
- 02 Single
- 03 Divorced
- 04 Widowed
- 05 Separated

A5. Educational level

- 01 Teacher Training college
- 02 Post Secondary School
- 03 Polytechnic/Professional studies
- 04 University

A6. In what type of school have you been teaching?

- 01 Public school
- 02 Private school

A7. Income per month of respondents in Ghana cedis

- 01 Up to 50
- 01 51 – 100
- 03 101 – 150
- 04 151 – 200
- 05 201 - 250
- 06 251 - 300
- 07 301 and above

SECTION B: Data on Motivational Packages Instituted for teachers in the NJD

B1. What is your understanding of motivation?

- 01 Increase in salary
- 02 End of year bonus
- 03 Job security
- 04 Study leave with pay or sponsorship for further studies
- 05 Availability of teaching materials
- 06 Favourable work environment
- 07 Fringe benefits
- 08 Shared responsibility
- 09 Recognition
- 10 Good interpersonal relation
- 11 Maintenance of discipline
- 12 Welfare fund
- 13 Possibility of advance salary
- 15 Others: specify.

B2. Do you think most of your colleagues have similar understanding of motivation?

- 01 Yes
- 02 No, not all of them understand all the variables
- 03 I don't know
- 04 No response

B3. Do you think your employers also possess this understanding of motivation?

- 01 Yes

- 02 No
- 03 I don't know
- 04 No response

B4. Are any motivational packages instituted in your school?

- 01 Yes
- 02 No
- 03 I don't know

B5. If yes, name the packages available in your school

- 01 Increase in salary
- 02 End of year bonus
- 03 Job security
- 04 Study leave with pay or sponsorship for further studies
- 05 Availability of teaching materials
- 06 Favourable work environment
- 07 Fringe benefits
- 08 Shared responsibility
- 09 Recognition
- 10 Good interpersonal relation
- 11 Maintenance of discipline
- 12 Welfare fund
- 13 Possibility of advance salary
- 15 Others: specify.

B6. Who instituted these motivational packages?

- 01 Ghana Education Service
- 02 School Authorities

- 03 Parent-Teacher Association (PTA)
- 04 Ghana National Association of Teachers (GNAT)
- 05 Teacher Welfare Association in my school
- 06 Other, specify: ...

B7. Do the school authorities allow teachers some responsibility to discipline students/pupils?

- 01 Yes
- 02 No
- 03 I don't know

B8. Has the PTA done anything for the teachers?

- 01 Yes
- 02 No
- 03 I don't know

B9. If yes, mention it/them

- 01 It has soft-furnished the staff common room
- 02 Award for best teacher
- 03 End of year bonus for staff
- 04 Other, specify:
- 05 I don't know

SECTION C: Data on why people go into teaching

C1. Were your grades good enough to qualify you to go to the University/Sixth Form?

- 01 Yes
- 02 No

- C2. If yes, why did you not go to the University/Sixth Form?
- 01 My parents had no money to take me to the University
 - 02 I bought the form but I couldn't submit it before the deadline
 - 03 I abandoned my education and traveled to Nigeria/Europe
 - 04 Other, specify
- C3. If no, why did you not rewrite the exams?
- 01 I didn't want to go to the University/Sixth Form
 - 02 I thought that was it for me
 - 03 I didn't want to waste another year
 - 04 I qualified for the Teacher Training College/Post Secondary Training College so I opted for it
 - 05 My parents had opted to send me to the Training College
 - 06 Other, specify:
- C4. At what level of your education did the decision to become a teacher crop up?
- 01 After Form Four in the Elementary School
 - 02 After my Secondary School
 - 03 After my Polytechnic education
 - 04 After University
 - 05 Others: Specify ...
- C5. Whose decision is it that you are a teacher today?
- 01 My own decision
 - 02 My parents
 - 03 I am a victim of circumstances

- 04 Other, specify:
- C6. Do you know other people who are teachers due to similar reasons?
- 01 Yes
- 02 No
- C7. If the decision is not yours, why did you have to go by it?
- 01 I didn't want to go against my parents' decision
- 02 There was nothing else I could do, since my grades were not good enough
- 03 Other, specify:
- C8. Are you happy as a professional teacher?
- 01 Yes
- 02 No
- 03 Not really
- C9. If yes, what accounts for your happiness?
- 01 Since it is my own choice, I throw myself into it
- 02 Although it was not my choice, it is a job and I earn a salary
- 03 I feel highly motivated to teach because my students are brilliant
- 04 With my salary, I can take a loan from my Bankers
- 05 Other, specify:
- C10. If no, what are the reasons?
- 01 There are no incentives
- 02 The unruly behaviour of students
- 03 Teaching in a private school, my employer rarely pays my Social Security

- 04 The salary is too meager
- 05 Other, specify:

C11. Does your situation affect your performance?

- 01 Yes
- 02 No

C12 How would you grade your performance?

- 01 Excellent
- 02 Good
- 03 Satisfactory
- 04 Poor

SECTION D: Data on peoples' expectation for choosing teaching as a profession

D1. What impression(s) do you think people have about teachers?

- 01 Teachers are very intelligent people
- 02 Teachers are rich
- 03 Teachers have power and authority
- 04 Teachers are people who are respected in society
- 05 Teachers are models in society
- 06 People who are allowed to cane
- 07 People who are consulted on many issues in the community
- 08 Other, specify:

D2. What was your own impression about teachers before you became a teacher?

- 01 They were decent people
- 02 Teachers came across to me as very intelligent people

- 03 They were in charge of secondary socialization
- 04 They imparted knowledge to people
- 05 They commanded respect in Society
- 06 They contributed immensely to the development of society
- 07 They instilled virtue in people
- 08 Teachers are models in society
- 09 People who were consulted on many issues in the community
- 08 Other, specify:

D3. What actually motivated you to become a teacher?

- 01 It is a profession so the money attracts me
- 02 The role teachers play in society
- 03 The respect they are accorded in society
- 04 The National best teacher award
- 05 Other, specify: ...

D4. So what expectation did you have for the teaching profession?

- 01 That they should be respected
- 02 That they should be rich
- 03 That they should better educate their children
- 04 That they should be the best paid people in the country
- 05 That they should make intelligent contribution to community Development.
- 06 That they should not be drunkards
- 07 Other, specify:

D5. Do you think other people have similar expectations for the profession?

- 01 Yes
- 02 No

- 03 I don't know
 - 04 Some people may share some of those expectations
- D6. Have your expectations been met since you became a teacher?
- 01 Yes
 - 02 No
 - 03 Not really
- D7. If no, what do you think are the reasons accounting for that?
- 01 I lived in a fantasy world
 - 02 My expectations were too lofty
 - 03 Society has changed and people no longer accord teachers the respect they hitherto accorded them
 - 04 The Government does not pay teachers well
 - 05 By their deeds, some teachers do not command any respect from the community
 - 06 Due to modern day liberalism, very few people, if any seek the opinion of teachers in society.

SECTION E: Data concerning the extend to which motivation affect the attitude of teachers in the NJM

- E1. Do you think Public School teachers in the NJM are motivated?
- 01 Yes
 - 02 No
 - 03 Not really
 - 04 I don't think so

- E2. What about Private schools, do you think their teachers are motivated?
- 01 Yes
 - 02 No
 - 03 Not really
 - 04 I don't think so
- E3 What about you, do you feel motivated?
- 01 Yes
 - 02 No
- E4 How would you describe the attitude of teachers to work in the NJM?
- 01 Very hard working
 - 02 Some lazy about during school hours
 - 03 Whereas some are hard-working, others are lazy
 - 04 I don't really know
- E5. Do most people in the Municipality describe teachers similarly?
- 01 Yes
 - 02 No
 - 03 Difficult to tell
 - 04 I don't know
- E6. What about your own attitude, how would you describe your attitude to work?
- 01 Very serious about my work
 - 02 Very dedicated and dutiful
 - 03 I don't approach teaching as a duty, I consider it as my mission
 - 04 Teaching for me is second nature

05 Other, specify:

E7. Is your attitude to work attributable to any motivation by way of incentives?

01 Yes

02 No

03 No response

B8. Do you think motivation affects the performance of teachers?

01 Yes

02 No

03 I don't know

E9. In general, do you see a correlation between motivation and teachers attitude to work?

01 Yes

02 Yes indeed

03 No

APPENDIX B

INTERVIEW GUIDE

QUESTIONS FOR INTERVIEW WITH GES PERSONNEL, PROPRIETORS/PROPRIETRESSES AND HEADS OF SCHOOLS

I am from the University of Cape Coast, Centre for Development Studies. I am undertaking a study into motivation and attitude of teachers in the New Juaben Municipality. The study intends to find out whether incentives/motivation impacts on the attitude of teachers to their work. I would be pleased if you could answer some questions for me.

SECTION A: Motivational Packages for teachers in the New Juaben Municipality

1. Are there incentives or motivational packages for teachers in the New Juaben Municipality?
2. If yes, what are those motivational packages available for your teachers?
3. Who instituted those packages?
4. Are those packages open to all teachers or they are reserved for a privileged few?
5. Would you say that the teachers in the NJM find satisfaction in their work?

SECTION B: Why people go into teaching

1. How dedicated are your teachers to their work?
2. Do teachers appear happy with their profession?
3. Given how they approach their work, would you think that they were forced to be teachers or they became teachers on their own?

SECTION C: People's expectations for choosing teaching as a profession

1. In principle, what are teachers expected to do?
2. What do people expect from teachers?
3. What do you expect from your teachers?
4. What expectations do you think bring people into teaching?

SECTION D: The extent to which motivation affects the attitude of teachers in the NJM

1. How would you describe the attitude of teachers to their work?
2. How would you grade the performance of teachers in the NJM?
3. Do the teachers feel motivated in their work?
4. Would you say that the performance or attitude of teachers is influenced by incentives?
5. In general, do you see a correlation between incentive/motivation and attitude to work?