

UNIVERSITY OF CAPE COAST

MOTIVATION AND TEACHERS' PERFORMANCE:

A CASE STUDY OF PRIVATE JUNIOR SECONDARY SCHOOLS IN THE
GA DISTRICT – GREATER ACCRA REGION

BY

THOMAS CHUKU

DISSERTATION SUBMITTED TO THE INSTITUTE FOR
DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL SCIENCES,
UNIVERSITY OF CAPE COAST, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE
IN HUMAN RESOURCE DEVELOPMENT

AUGUST 2009

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:

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:

ABSTRACT

The study sought to investigate the motivational factors that have been responsible for teachers' high output leading to excellent student performance in private Junior Secondary Schools in the Ga District of the Greater Accra region. The study involved 150 teachers sampled from 25 schools. The descriptive survey design was used because it is practical and versatile and indicates how data are collected, organised and displayed in tables and graphs. Teacher motivation and teacher competency instruments were administered, from which the following findings were made: teachers were highly motivated and were satisfied with their job in terms of relationship among colleagues, recognition by stakeholders, supervision and involvement in decision making. However the study reveals that teachers were dissatisfied with their salary levels and conditions of service. High student and teacher performance were also due to effective supervision and administration. The private schools have clear set goals, unalloyed persistence in ensuring quality results from pupils and the resolve to demand quality work from teachers.

It was recommended based on the findings and conclusions that private school heads should incorporate teacher welfare in their planning. Secondly the GES must raise its salary levels since most private schools use their salary scale in paying their teachers. Thirdly, teachers should be involved in all decisions taken that would help make the school sustainable.

ACKNOWLEDGEMENTS

I am deeply indebted to my project supervisor, Dr. Isaac Kwaku Acheampong, Senior Lecturer and former Head of Department at the Department of Economics, University of Cape Coast, who offered me encouragement, made comments and suggestions as well as spent valuable time in reading through the script. I express profound appreciation to Dr. George Owusu, Institute of Statistical Social and Economic Research (ISSER), University of Ghana for guiding and providing me the needed moral support. Thanks to Mr. Afudego, Ghana Education Service (G.E.S.) Ga District, for making vital information and data available.

I also owe a debt of gratitude to my son, Master Ernest Obeng Chuku for his untiring efforts in typing and reading through the work. Thanks also to my dear wife Monica Darkwa for her patience and her tolerance during periods that I had to devote more attention to this work. To my fellow Human Resource Development (HRD) classmates I say congratulations for your efforts and co-operation.

DEDICATION

To my three children, Obeng, Kruah and Aninwah as a way of encouraging them to be diligent and devoted towards their academic pursuits.

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
Background of the study	1
Statement of the problem	7
Purpose of the study	7
Specific objectives	8
Research questions	8
Research hypothesis	9
Significance of the study	10
Delimitation of the study	11
Limitation of the study	11
Organisation of research study	11
CHAPTER TWO: LITERATURE REVIEW	13
Introduction	13
Underlying concept and definitions of motivation	13

The motivation process	16
Theories of motivation	17
Barriers to motivation	22
The concept of performance	23
The link between motivation and performance	27
The GES five-point appraisal scale	28
Empirical literature review	30
CHAPTER THREE: METHODOLOGY	34
Introduction	34
Research design	34
Population	35
Sample and sampling method	35
Data collection procedure	37
Research instrument	38
Data processing and analyses	39
CHAPTER FOUR: RESULTS AND DISCUSSION	41
Introduction	41
Profile of respondents	41
Levels of motivation among private school teachers	46
Satisfaction levels of teachers as regards relationship among colleagues	46
Satisfaction levels as regards recognition	50
Satisfaction levels pertaining to involvement in decision-making	51
Levels of performance of private school teachers rated by head teachers	54

Profile of respondents	54
Performance of junior secondary school students	66
Testing of null hypothesis	72
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	78
Introduction	78
Summary	78
Conclusions	87
Recommendations	87
REFERENCES	88
APPENDICES	95
Appendix 1: Questionnaire on teaching motivation in Ga District, Greater Accra Region	95
Appendix 2: Observation instruction measuring performance of private school teachers in Ga District Greater	101
Appendix 3: List of some private JSS schools in Ga District – 2005	108

LIST OF TABLES

Table	Page
1 Qualification of teachers	44
2 Length of time of teaching at present school	45
3 Relationship among colleagues	47
4 Satisfaction levels as regards conditions of service	48
5 Satisfaction levels in terms of alary	49
6 Recognition of teaching by stakeholders	50
7 Teachers' involvement in decision-making process	51
8 Satisfaction levels for supervision	52
9 Sex of respondents	55
10 Lesson introduction	55
11 Lesson presentation and planning	56
12 Ability to communicate effectively with pupils	57
13 Class control and management	58
14 The use of reinforcement	59
15 Subject matter	60
16 Effective use of time	61
17 Ensuring good learning environment	62
18 Evaluation and feedback	63
19 Lesson closure	64
20 Analysis of basic education certificate examination results for private schools – Ga District, 2002	67
21 Analysis of basic education certificate examination results - public, Ga District, 2002	68

22	Analysis of basic education certificate examination results - private, Ga District 2003	68
23	Analysis of basic education certificate examination results - public, Ga District, 2003	69
24	Analysis of basic education certificate examination results - private, Ga District, 2004	70
25	Analysis of basic education certificate examination results - public, Ga District, 2004	70
26	Analysis of basic education certificate examination result - 2005, Ga District private schools	71
27	Independent sample T-Test between male and female teachers' Satisfaction level	73
28	Independent sample T-Test between rural and urban teachers' satisfaction level	74
29	Independent sample T-Test for teachers' competency levels	75
30	Independent sample T-Test of aggregates of private and public schools in the Ga-District from 2002-2004	76

LIST OF FIGURES

Figure	Page
1 A simplified illustration of the basic motivational model	14
2 An overview of main theories of work motivation	23
3 Gender distribution	42
4 Age of respondents	43
5 School category by locality	46
6 Competency levels	65

CHAPTER ONE

INTRODUCTION

Background of the study

The challenge in every work environment is to create a situation that will make people become motivated about their work and researchers largely support the premise that highly motivated workers are high performers (Evertson, 1976). It is the view of Evertson that the important role of human motivation could not be overemphasised when viewed in terms of proven positive relationship between motivation and performance. It is also generally accepted that the achievement of high levels of performance in any human endeavour is linked to the quality of personnel who perform the tasks required for the realisation of the goals of the organisation. This assertion which is supported by Mullins (1999) is applicable to the school system, and indeed to any institution.

According to Addaih (2005), absenteeism, unmet performance objectives, lack of initiative and reduced interest in their work are signs that the work climate may be less than optimal and that staff may be holding the extra effort they could bring to their jobs. He asserts further, that highly motivated employees willingly address challenges, innovate, take risk to make things happen and achieve results. In contrast, unmotivated employees often do not appear at work, fail to reach performance targets and may even offend customers.

Vernon (1969) notices that teachers play a central role in ensuring the overall improvement in education standards and so if teachers are adequately rewarded for their effort and their working environment is improved, they will be satisfied with their job and performance levels will rise. People have motives for their behaviour and according to Vernon, some motives are purely directed toward the satisfaction of physiological needs while others are a result of drives to satisfy some social needs. A worker on the job is constantly confronted with changing needs, which must be met for which he puts up specific types of behaviour. The motivational factors that direct people's behaviour also determine the intensity or strength of the type of behaviour exhibited. Thus the stronger the motivation the more likely the individual will act (Herzberg, 1968). The behaviour of a motivated person may differ from the behaviour of an unmotivated individual. Well-motivated teachers will therefore direct their energies in effective teaching and learning processes.

Herzberg, Mausner and Synderman (1959) hold the view that job motivation may be increased in some workers when they are provided things like incentives, higher salaries, social status, job security and others. Managers and proprietors of private schools employ various motivational factors to entice their teachers to increase productivity. Knowledge and understanding of existing motivational models are useful in guiding us about the use of one motivational factor or the other. In this regard, motivation serves as the grand scheme of self-regulation. By application, the teacher who cannot earn enough income from his job to meet his or her feeding requirements may choose to perform other jobs for extra incomes to satisfy this need. The teacher will

continue making adjustments so long as his or her established job fails to meet his or her needs and expectations.

Therefore if it is to improve on work of the organisation, then attention must be given to the motivation of workers and the manager must also encourage staff to direct their efforts (their driving force) towards the successful attainment of the goals of the organisation (Mullins 1999). Mullins considers further that the major determinant of behaviour of any worker is the particular situation in which the worker finds himself and that the survival of any organisation depends on the relationship between the organization and its workers and the manager needs to know how best to elicit the co-operation of staff and direct their performance towards achieving the goals and objectives of the organisation. He must also understand the nature of human behaviour and how best to motivate staff so that they work willingly and effectively. The efficiency of teachers, according to Kyriacou (1986), in much the same way depends on the satisfaction they derive from their job and how well the job is done in areas like lesson planning, lesson presentation, knowledge of subject matter, the evaluation of learner ability, punctuality and attendance, relationship with main stakeholders, communication skills and personality traits. Kyriacou adds that teachers do not perform in vacuum and therefore their performance is related to how determined they are and the resources available to help them perform.

In this direction the government of Ghana has made several efforts to provide good quality education to all through reforms from 1951(The Accelerated Development Plan for Education) through to 1987 (The FCUBE)

policy. In spite of all these efforts, the performance of students in public schools does not match that of private schools.

The fuss about motivating people may be easy but motivating people to work to the best of their abilities and directing their efforts to the goals of the organisation is the real issue and it is the belief of Stone and Mardsen (2001) that, that is certainly not easy. Most of us get up in the morning, go to school or work and behave in ways that are predictably our own. This Daft (1999) accepts, is in response to our environment and the people in it and explains why we work hard, enjoy certain classes or find some activities so much fun.

Motivation 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 aspect of the general work behaviour.

Too often, most organisations fail to pay attention to employee relations, communication, salary, conditions of service, supervision, recognition and involvement of staff on issues that are most important to them. Motivation and performance are issues that have taken the centre stage for a long time.

Since colonial times, the issue of teacher job satisfaction has been of great concern to the government. Dr. Kwame Nkrumah's Accelerated Development Plan of Education of 1951, the Kwapong Review Committee of 1966 and the Dzobo Review Committee of 1974, among other aims, all attempted to improve the living conditions of teachers. This has been largely so because of the conviction that the teacher who is satisfied would have a positive impact on his performance. To improve the lot of teachers and ensure

their job satisfaction, the colonial government of Sir Gordon Guggisberg (1919-1927) fixed a minimum salary scale of £100-£180 a year for teachers (McWilliam and Kwamena-Poh, 1975 p. 59).

McWilliam and Kwamena-Poh also explain that the Erzuah Committee established just before the Accelerated Development Plan of 1951, made certain recommendations to rectify the poor service conditions of the teacher. The committee recommended that teachers should be placed on a salary scale higher than other persons with similar qualifications, experience and ability in other institutions. Dr. Kwame Nkrumah's Convention People's Party (CPP) introduced further initiatives to ensure teacher motivation with an anticipated result of excellent teacher performance. Between 1992 and 1994 the Rawlings led NDC government also introduced the Best Teacher Awards Scheme to help motivate teachers to perform their roles efficiently.

The Price Water House was also contracted to review the salary structure universally for all workers. Here teachers were to be consolidated with a good package to improve their working conditions. On 17th January 2002, the president of the republic of Ghana, H.E. Mr. J.A. Kuffour inaugurated a committee to review Ghana's education. This Committee on Review of Education Reforms in Ghana, chaired by Professor Jophus Anamuah-Mensah, the Vice-Chancellor of the University of Education, Winneba (U.N.E.W.), stated in its White Paper Report (2004), that the conditions of service of teachers should be improved to make the teaching profession attractive and to inspire confidence and efficiency.

These recommendations for general improvements of the teacher's condition of service did not include teachers in private schools, except in cases

where such schools were considered under the Ghana Education Service (GES) salary scale. In fact Article 23, section 3 of the United Nations Universal Declaration on Human Right stipulated that it is the right of every worker to have a just and formidable remuneration that will sustain him or her (The United Nations, 1998).

McWilliam and Kwamena-Poh assert that the decline in Ghana's economic fortunes made it difficult for government alone to shoulder the high demands for education and hence the participation of individuals and organisations. Generally, private schools pay differential wages to different categories of teachers based on their ability to pay. Teachers in private schools are largely not trained and have different levels of educational qualification, ranging from Senior Secondary School (S.S.S) certificate, diplomas, 'O' and 'A' level certificates and University degrees. Within the Ga District, private schools generally and to a large extent perform better than the public schools. This seems to imply that teachers in private schools are more motivated toward their job.

The desire to continue working seems to be influenced by the expectations and goals that people set for themselves. Maslow (1987) observed that people do what they are rewarded for doing, repeat rewarded behaviour and increase output when their expectations are met. He adds that the problem with human beings is that they tend to avoid work and would not work on their own volition unless coerced or compelled to do so. As a result of these innate characteristics of human beings, there is absolute need to motivate them in both tangible and intangible means to work hard.

Statement of the problem

Despite numerous initiatives undertaken by various governments over the years to improve teachers' satisfaction in terms of good conditions of service and salaries, so that these can have positive impact on teacher performance at the basic level of education, research findings point to the contrary. Performance at the J.S.S level for public schools does not match those of the private schools. Within the Ga District, records for the last four years indicate that the performance at the J.S.S level for public schools lag far behind those of the private schools. Records for the last four years also indicate that children in private schools do much better in the Basic Education Certificate Examination than their counterparts in the public schools. Analysis of the 2002 results for example reveals that 7,627 candidates from the district took the exam out of which 1366 obtained aggregates 6 to 10. Of this figure 1037 representing 75.9% candidates were from the private schools whereas 329 candidates representing 24.1% were from the public schools.

In 2005, 93 out of the 136 private schools scored 100% but none of the 50 public schools had it. In fact one public school scored 0%. This has made private school graduates have the edge over public school graduates on admission into high grade Senior Secondary Schools. This study therefore seeks to find out the motivating factors responsible for the impressive performance of students in private schools in the Ga district.

Purpose of the study

The study is intended to assess the link between the identified motivational factors and teacher performance in the Ga District of the Greater

Accra Region. Specifically, the study seeks to establish the extent to which motivational factors such as job satisfaction, salaries, supervision, recognition for hard work, working condition, involvement in decision making and goal setting and promotion have contributed to teacher performance in private schools in the District.

Specific objectives

Specifically, the study seeks to:

- Determine the level of motivation of teachers in private schools in the Ga District.
- Assess the performance of private school teachers as rated by their head teachers.
- Examine the levels of job satisfaction of teachers in urban and rural private schools.
- Examine the performance of students of private schools in Ga District.
- Make recommendations for improving the performance of teachers in Ga District.

Research questions

The following are the key research questions considered for the study:

- What are the levels of motivation among Private School teachers in the Ga district about
- Conditions of service.
- Salaries.

- Recognition of teaching by stakeholders of education.
- Teachers' involvement in decision making process.
- Supervision.
- What are the levels of performance of Private School teachers in the Ga District as rated by their head teachers?
- What is the level of performance of Junior Secondary School pupils in the District?

Research hypothesis

The following hypothesis for the study was tested at 0.05 alpha levels.

- H0: There is no significant difference between male and female teachers in their levels of motivation.
- H1: There is significant difference between male and female teachers in their levels of motivation.
- H0: There is no significant difference between levels of job satisfaction of teachers in urban private schools and rural private schools.
- H1: There is significant difference between levels of job satisfaction of teachers in urban private schools and rural private schools.
- H0: There is no significant difference among the levels of performance of teachers as rated by their head teachers.
- H1: There is significant difference among the levels of performance of teachers as rated by their head teachers.

- H0: There is no significant difference between the performance of students in private and public schools.
- H1: There is significant difference between the performance of students in private and public schools.

Significance of the study

The study of levels of motivation of teachers and how these affect their performance is highly significant. The results achieved thereof, will help the government, Ghana Education Service, researchers, parents, school proprietors and headmasters to have an insight into the factors responsible for high levels of teacher performance in private schools as opposed to the low levels of performance in public schools.

The study would also provide feedback to proprietors of private schools and encourage them to improve where a motivational factor is in place and institute one where the motivational factor is lacking. The government would also obtain empirical evidence of what motivational factors help teachers to work so hard. The research will also be of benefit to the GES in the sense that policy makers within the organisation can incorporate the result of the research to positively impact on teacher's performance where teachers are less motivated. The reasons behind the success chalked so far need to be studied so that it can serve as a guide for the development of the nation's human resources and for the benefit of the schools within the district that are not performing well.

Delimitation of the study

The researcher took into consideration the extensive nature of the concept of motivation and delimits the study to motivational factors such as job satisfaction, supervision, recognition for hard work, working conditions, involvement in goal setting and salaries. Again, the study does not cover all the 221 schools in the district. The study covers only private schools within Ga District.

Limitation of the study

The major limitation of the study was the large size of the district and the limited time to cover all private schools as well as financial constraint. Also, the perception of proprietors of private schools about the researcher's intrusion into what was regarded as 'private' was encountered.

Organisation of research study

Chapter one provides the introductory section, the background of the study, statement of the problem, the purpose and objectives of the study and the research questions to be answered. The chapter also outlined the significance of the study, delimitation and the limitations anticipated.

Chapter two looks at the review of literature pertinent to the study, and this includes both theoretical and empirical issues. Chapter three deals with the method used in collecting data, namely the research design, the delimitation of the study area, sampling method used and the research instrument applied.

Chapter four analyses the results; teacher motivation and competency levels as well as pupil performance. Four hypotheses were also tested to verify

the probability of a relationship between male and female teachers' satisfaction and competency levels. Chapter five considers the summary of results, makes conclusions and provides recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature pertinent to the study. It begins with a brief look at the concept of motivation and its relation to performance of teachers and its consequent impact on students' learning ability and delivery in the Ga District of the greater Accra Region. Review work touches on other independent variables of this study which include job satisfaction, supervision, recognition, work conditions, involvement in goal setting, promotion and salaries and their relationship with teachers' motivation and performance. In spite of the myriad of available theories and practices, most managers often view motivation as something of a mystery. The heart of motivation is to give people what they really want from their work. The involvement and contribution of workers in productivity improvement has been a subject of interest within academic and professional discourses in recent times.

Underlying concept and definitions of motivation

There are needs and expectations at work and these Tomsho (1994) has classified into intrinsic or extrinsic, system-wide or individual. Tomsho explains that intrinsic rewards are the internal satisfactions a person receives in the process of performing a particular action, and that an intrinsic reward is internal and under the control of the individual. Conversely, extrinsic rewards

are given by another person, typically a supervisor, and include promotions and pay increases and because they originate externally as a result of pleasing others, extrinsic rewards compel individuals to engage in a task behaviour for an outside source that provides what they need such as money to survive in modern society.

Mullins (1999) asserts that the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation. People’s behaviour is determined by what motivates them, and their performance is a product of both ability and motivation. Figure 1 shows a simplified illustration of the basic motivational model.

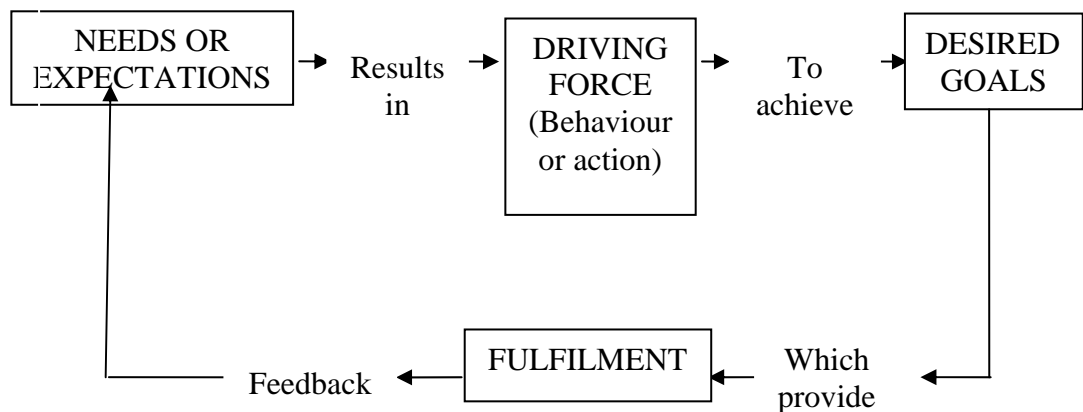


Figure 1: A simplified illustration of the basic motivational model

Source: Mullins (1999), p. 407

This concept, Mullins explains, gives rise to the basic motivational model, which is illustrated as: Performance = function (ability x motivation). Adair (1990) explains that it is difficult to think of a leader who does not motivate others, and therefore, if the manager is to improve the work of the organization, attention must be given to the level of motivation of its

members. The manager should also encourage staff to direct their efforts towards objectives of the organization. According to Vroom (1964), if one looks at a group of persons who are performing the same job, one will note that some do it better than others. Furthermore, if one has some quantitative measure of their contribution, it would probably be found that the best person in each group is contributing two, five or more-times what the poorest is contributing. The observation raises a question of psychological interest. Vroom (1964) has suggested that the valence (and hence its incentive value) of an outcome not otherwise desired is a function of its instrumentality (the degree to which the person sees the outcome in question as leading to the attainment of other desired outcome).

Cole (2002) proposes what he termed a working definition for motivation. This he contends is the process in which people choose between alternative forms of behaviour in order to achieve personal goals. In other words the motivated behaviour must be purposeful. The goals set by individuals for themselves can be relatively tangible and in the realm of labour goals can translate into monetary rewards or promotion. There are also intangible goals: self-esteem and job satisfactions are examples. Wlodkowski (1985) describes motivation as those processes that can arouse and instigate behaviour, continue to allow behaviour and lead to choosing and preferring a particular behaviour.

Steers and Porter (1991) define motivation using the three elements, needs, drives and goal. They see motivation as “the process of influencing or stimulating the individual (activating a need) to take action (set up a drive) that will accomplish a goal”. Needs refers to a deficiency created whenever

there is psychological or physiological imbalance. Drives refer to action-oriented or energizing thrusts towards goal accomplishment, whilst Goal refers to anything, which will alleviate a need and reduce drive.

Maslow (1987) proposes that motivation is the drive to satisfy needs, so to understand needs that people have, he classified motivation from the very basic to the fairly subtle and complex, in a hierarchy, from physiological safety, social/affiliation, ego and self actualization needs. Mitchell (1982) defines motivation as the degree to which an individual wants and chooses to engage in specified behaviours. Differences in motivation are the most important consideration in understanding and predicting individual differences and behaviour in the work setting. Locke (1975, p. 475-480) points out that an organization is able to secure the participation of a person by offering him inducements which contribute in some way to at least one of his goals. The kinds of inducement offered by an organization are varied, and if they are effective in maintaining participation they must necessarily be based on the needs of the individuals.

The motivation process

Effective worker performance requires motivation, ability and a reward system, which encourage quality work. A motive is a need-based state of arousal, which leads to behaviours which reduce the need deficit. At work, the term behaviour refers to the specific work or task action, which results from this need-deficit-induced arousal. Ability refers to the worker's physical and mental characteristics required to perform a task successfully. Rewards are attractive and they are two types:

Intrinsic rewards

These are the intangible psychological results of work which are controlled by the worker. They are inherent in the job and occur during performance of work.

Extrinsic rewards

Administered by someone other than the worker and occur apart from the actual performance of work, such as money. Feedback is the knowledge produced about the cause-and-effect sequence, which either stimulates or suppresses future states of arousal.

Theories of motivation

Motivation theories fall under two main categories. These are content and process theories. According to McClelland (1988), content theories focus on factors within a person that energise, direct, sustain and stop behaviour. Process theories describe, explain and analyze how behaviour is energised, directed, sustained and stopped.

McGregor's (1960) two explanations of human nature have had the greatest impact on managerial practice.

Theory X states that, workers are passive and need direction and control. External managers manage through force, persuasion, rewards, and punishment. Theory Y asserts that workers are eager to learn and responsible. If given the chance, workers are quite capable of self-direction and self-control. The reward system should be supportive on increased employee participation. Content theories of Motivation assume people are driven to meet

basic needs that produce satisfaction when they are met. The authors of motivation compare three sets of motivation theories. Content theories are explained using Maslow's hierarchy of needs theory, Herzberg's two-factor theory, and McClelland's achievement- motivation theory.

Maslow's hierarchy of needs

Maslow's theory is based on two assumptions: one, different needs are active at different times, and only needs not yet satisfied can influence behaviour, and two needs are arranged in a fixed order of importance called a hierarchy. Tension from a need deficit leads to behaviour that will potentially satisfy that need. Maslow's theory states that a satisfied need cannot influence behaviour. This idea is the concept of prepotency (sense of urgency that the unmet need exerts) of need. As soon as a lower-order need is satisfied, a higher-order need emerges which must be satisfied. He identified five categories of needs: Physiological, Safety, Social, Self-esteem and Self-actualization. According to Maslow (1954), human needs have to do with the initial motivation for human beings to satisfy biological demands for food, water and oxygen. Safety needs concerns the stage where the individual is motivated to attain the need for shelter and security, followed by an affiliation which concern the need to associate with others. Esteem needs follow and these are the needs to be liked and disliked by others. At this stage, the individual desires affectionate relationships with friends and acceptance as a member of a group.

Problems with the theory include, first, recognition that humans have many needs, which occur simultaneously, rather than sequentially. Secondly,

the urgency of any given need varies and thirdly, the theory says nothing about the influence of the external environment on needs and behaviour.

Herzberg's two-factor theory

Herzberg's basic tenet is that not being satisfied is different from being dissatisfied. He theorized that motivators lead to satisfaction, but their absence does not necessarily lead to dissatisfaction. Motivators called satisfiers produce high level of motivation when present. They are directly linked to the specific aspects of a job and include achievement, recognition, advancement and the worker's potential for personal learning or growth. Factors which when present prevent dissatisfaction are called hygiene factors or maintenance factors. They are related more to the environment external to the task itself, called the job context, and include company policies and practices, technical supervision by the manager, interpersonal relations with the supervisor, the worker's personal life and physical conditions of the work setting.

Criticisms of Herzberg's theory centre on three areas; method of data collection which might have been biased, individual differences found to affect the two factors, and theory based on limited sample. Herzberg's motivational factors correspond to Maslow's higher-order needs, while the maintenance factors correspond to Maslow's lower-order needs.

McClelland's achievement motivation theory

McClelland believed that a person's unconscious mind is the key to his or her needs. He identified three basic needs: a person's desire for clear, self-set, moderately difficult goals with feedback (Achievement), the desire to

work with, support, learn from, and be accepted by others (Affiliation) and the desire to have influence and control over others (Power). While compatible with parts of the other two theories, McClelland's theory adds the need for power, an important explanation of much behaviour in the work place. A climate of achievement in the organization can be cultivated in several ways based on need theories. First, work can be challenging giving the employee a sense of responsibility. Second, managers can identify and recognize individual employees' contributions.

Process theories of motivation

Based on need theories, but are more complex. Need theories view motivation as instinctive; process theories consider motivation as conscious and deliberate. Two major theories are:

Expectancy theory

Developed by Victor H. Vroom, this theory describes the process people use to evaluate the likelihood that their effort will yield a desired outcome, and how much they want the outcome. Motivation is based on three factors: Expectancy is the individual's assessment that effort will produce the desired result, Valence is the value of the outcome to the individual and Instrumentality is the individual's assessment of how likely it is that successful effort will be rewarded.

Equity theory

Developed by Stacy Adams and is based on the assessment process workers use to evaluate the fairness of organizational outcomes and the adjustment process used to maintain perceptions of fairness. An employee first considers how much effort was expended and the resulting reward from such effort. This ratio is then compared to the ratio of effort or reward of a referent, usually someone in a similar position in the organization. This ratio is called a reference ratio. The individual would then take actions to adjust his or her internal perception of fairness. Actions would involve either reducing his or her effort, or seeking higher rewards to bring the personal ratio in line with the reference ratio.

Reinforcement theories of motivation

Reinforcement theory (operant conditioning) views motivation as determined by external factors and describes the conditions under which behaviour is likely to be repeated. Developed by B.F. Skinner, it determines how behaviours which have positive consequences (rewards) are likely to be repeated while those which have negative consequences (punishment) are likely to be avoided in the future. Contingent rewards are distributed on a specific, preceding behaviour. Non-contingent rewards are not linked to a specific behaviour. Reinforcement is the process of using contingent rewards to increase future occurrences of a specific behaviour, and is of two types. Positive reinforcement occurs when a reward follows a desired behaviour. Negative reinforcement occurs when a punishment is removed following a desired behaviour. Punishment is the process of decreasing an undesirable

behaviour by withdrawing a positive reinforcer or presenting a negative reinforcer. Undesirable behaviour may also decrease over time if it goes unrewarded.

Goal Setting; an applied motivation theory

Goal-setting theory states that people who set goals out-perform those who do not. The organizational process deals with aligning personal and organizational goals, and rewarding goal attainment. Advantages of goal setting include: direct attention to action, mobilize effort, create persistent behaviour over time, and lead to strategies for goal attainment.

Barriers to motivation

Torto (2005) argues that there are no real disadvantages to successfully motivating your workers, but there are barriers that one has to overcome. These barriers may include inadequate facilities such as inadequate office space, inadequate classrooms, outdated equipment and entrenched attitudes. According to Torto, showing appreciation in a work place can be a strong mechanism of motivation. A manager can tell his workers how much he values them, giving workers small surprises and tokens of his appreciation, praising workers for work well done, saying “thank you” to show appreciation for hard work and contributions, giving workers chances for training and cross-training etc, are essential for creating a lively and serene working environment that will enhance productivity. They will bring the manager success in employee motivation, employee recognition and in building a positive, productive workplace. For the vast majority of people, Kanter (1987)

agrees money is clearly important and a motivator at work but to what extent and how important depends upon the personal circumstances and the other satisfaction they derive from work. Figure 2 gives an overview of the main theories of work motivation.

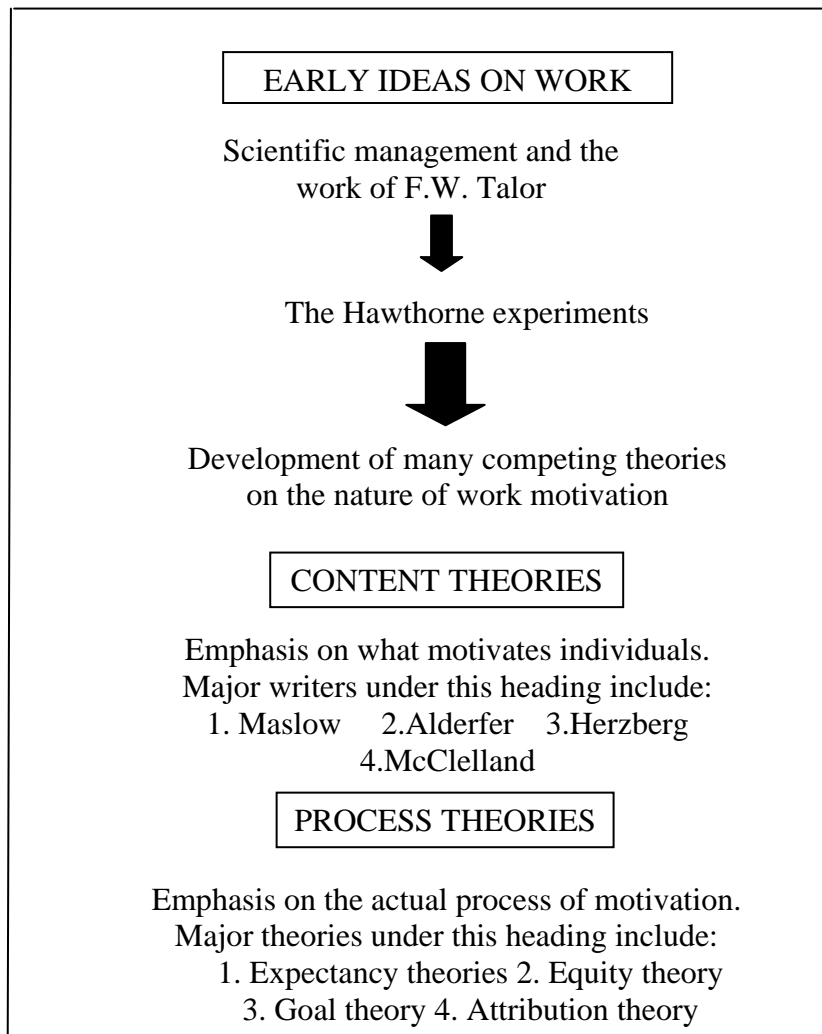


Figure 2: An overview of main theories of work motivation

Source: Mullins (1999; 415)

The concept of performance

Performance is defined in the Concise Oxford Dictionary of Current

English as the act or process of performing or carrying out, say a task or the execution or fulfilment of a duty. As some employees perform as expected, there will always be those who will fail to meet expectations. According to Viega (1988), “If there is one universal truth about managers, it is they all have problem subordinates. Desimone and Harris (1998) group performance into three: Poor, Satisfactory and Superior. Behaviour must be evaluated with respect to some standard or expected level of performance before it may be labelled as poor, satisfactory, good or superior. If the behaviour meets or exceeds the standard, then it is typically considered good. If the behaviour fails to meet the standard, it may be considered poor. In short, what is poor performance is not as clear-cut, but it depends on the standards established for performance and how those standards are applied. Mitchell and O’Reilly (1983) define poor performance as specific, agreed-upon deviations from expected behaviour. Apart from task-oriented behaviours, Robinson and Bennett (1995) see deviant workplace behaviours depending on the organisational norm. Deviant workplace behaviour can be defined as “voluntary behaviour that violates significant organisational norms, and in doing so threatens the well-being of an organisation, its members or both” (Robinson and Bennett, 1995). Robinson and Bennett propose four types of deviant workplace behaviour. These are Production deviance (leaving the workplace before time, intentionally working slowly), Property deviance (sabotaging equipment, lying about hours worked), Political deviance (showing favouritism, blaming or gossiping about co-workers) and Personal aggression (sexual harassment, verbal abuse, endangering or stealing from co-workers).

Weiner (1980) suggests that there are four categories of causes of poor performance, two within the employee (effort and ability) and two in the situation (task difficulty and luck). A response to poor performance will depend on whether the supervisor concludes that the cause is within the employee or the situation.

Effective performance on the other hand implies the worker is working above the satisfactory level. Supervisors and managers should have interest not only in eliminating poor performance but should also ensure that good performers remain effective or become even better. Motivational approaches including goal setting, job redesign, employee participation programmes are ways of increasing employees' sense of their performance, thereby encouraging them to remain successful.

Every organisation should ensure that the individuals selected for employment either have the abilities and traits to perform the job well (selection) or will be assisted in acquiring such abilities and traits (training). Further a well written job description (job analysis), an employee oriented session (orientation) and job-specific training may serve to support a high effort-performance expectation (Leap and Crino, 1993).

There will be some individuals on any organization's payroll who are just not carrying their own weight. Causes of manpower ineffectiveness, according to Dawra (2001) can be broadly grouped into two. One is due to personal factors of the individual and the second is due to under-utilisation of manpower arising from overstaffing, inadequate provision of supporting staff to professionals and inequities in distribution of workload, improper placement, lack of orientation to the job, inadequate emphasis on personal

development of individual and lack of job mobility. On the other hand, obsolescence, over promotion, loss of motivation and ill-health may be some of the personal factors that affect effective manpower utilisation.

According to Stone and Marsden (2001), all organisations should apply motivation which should lead to extra effort and which in turn will improve performance which should be rewarded giving rise to more motivation. The belief is that organisational rewards are performance sensitive. Different levels of performance will result in different levels of reward. High levels of performance should result in results and those rewards should be greater than the rewards provided for lower performance.

To maintain a high performance, an organisation must first ensure that employee performance is accurately measured (performance appraisal). This is because organisational rewards are linked to performance appraisal and employees must believe that high-quality performance will be reflected in their performance appraisal. Again the employer should make an effort to ensure that extrinsic and intrinsic rewards are available to employees.

Torrington and Hall (1998) see commitment as a factor, which results in higher performance. Walton (1985) notes that commitment is thought to result in better quality, lower turnover, a greater capacity for innovation and more flexible employees. In turn these are seen to enhance the ability of the organization to achieve competitive advantage. Walton adds that some of the outcomes of commitment have been identified as the industrial relations, absence levels, turnover levels and individual performance. However, Morris, Lydka and O'Creevy (1992/3) argue that there is not a lot of evidence to link high commitment and high levels of organizational performance. Cooper and

Hartley (1990) suggest however that commitment might decrease flexibility and inhibit creative problem-solving.

Effective performance at work according to Cole (2002) does not just depend on motivation. Numerous other factors such as individual knowledge and skills, the nature of the staff, the management style adopted and the organisation climate, all play part in the results people achieve. Cole explains further that the key feature of motivation is that it determines the extent to which an individual desires to place his or her knowledge and skills at the disposal of others, and more than that, to shrug off the effects of obstacles and difficulties in so doing. Competition as a result of achievement motivation becomes a healthy exercise when there is success at the end. Failure to satisfy cognitive and social motives most often leads to frustration and severe disturbances. Frustration reduces the arousal level of the individual aspiring to achieve success.

The Link between motivation and performance

Torrington and Hall (1998) write that there was a time when performance was seen primarily in terms of individual motivation and individual performance. The treatment of individual performance in organisations has traditionally centred on the assessment of performance and allocation of reward. Walker (1992) notes that this is partly due to these processes being institutionalised through the use of specific systems and procedures. Performance was typically seen as the result of the interaction between ability and motivation. Increasingly, organizations are recognizing that planning and enabling performance have a critical effect on individual

performance, so for example, clarity of performance goals and standards, appropriate resources, guidance and support from the individual's manager all become central.

The GES five-point appraisal scale

Appraisal has traditionally been seen as most applicable to those in management and supervisory positions. Appraisal can be used to improve current performance, provide feedback increase motivation, identify training needs, identify potential, let individuals know what is expected of them, focus on career development, award salary increases and solve job problems.

Torrington and Weightman (1989) suggest that from the individual's point of view, appraisal may be seen as a time when they can gain feedback on their performance, reassurance, praise, encouragement help in performing better and guidance on future career possibilities. Long (1986), however, points to a decreased emphasis on potential assessment and related career planning activity

Each person working in an organisation must be periodically appraised as a way of informing the person whether he is doing his work well, whether he is improving in his work performance, and whether he needs further training in some particular work areas. The third purpose is to use the information collected for counselling the employee as part of the staff development process of the organisation and for the continued growth and development of the organisation (GES Staff Development Performance and Appraisal Manual, 1999).

Ability exists on a continuum. Teaching ability or the ability to manage a school also exists on a continuum that ranges from very poor performance to excellent performance of the ability. The continuum is represented by a five-point scale in which each of the five numerals has a specific meaning. “1” means ‘unsatisfactory or poor performance’ of the ability,”2” means the performance of the ability is ‘not quite satisfactory’ but is better than ‘poor’.”3” means ‘satisfactory’ performance of the ability, “4” means ‘good performance’, while “5” means ‘excellent performance’ of the ability.

Teachers who are motivated have high job performance ratings. Performance ratings are determined through appraisal of teachers. These appraisals are normally conducted by first line assessors such as head of a school, circuit supervisor or district director (GES Council Manual, October 1999). Lesson planning and lesson presentation are normally taken into consideration when assessing teachers.

Lesson planning: develops and follows termly scheme of work clearly and logically, develops clear lesson objectives, which are measurable and achievable. Lessons should also take into account various levels of behavioural skills. Teacher must also develop step-by-step learning activities, relevant objectives and show resourcefulness and creativity in assembling instructional materials.

Lesson Presentation: Teacher introduces lessons based on relevant previous knowledge or skills, uses appropriate techniques and sound principles on teaching and learning. The teacher should also cater for individual differences, conclude lesson effectively and achieve stated objectives. The teacher also distributes questions and learning tasks fairly and handles learner

responses and questions well, organises learner centred activities involving practical work, projects, demonstrations, visits and investigations as well as maintains good relationship with learners.

Knowledge of subject matter: This is also crucial when it comes to how successful a teacher could be. The teacher should demonstrate knowledge of subject matter and teach it effectively, have self-confidence in teaching and adapt subject matter to the level of learners.

Evaluation of Learner Ability: The teacher determines learner needs through questions and other means during the course of the lesson and at the end of the lesson, asks questions and set task on relevant profile dimensions during the lesson and at the end of the lesson. Again, teacher must ensure that learners are able to analyze issues and apply their knowledge in solving abstract and practical problems, mark learners work promptly and accurately and provides feedback.

Personality Traits: The teacher should have initiative and foresight and should relate to pupils decently. This will go a long way to assist the teacher to be effective in his job.

Empirical literature review

Herzberg (1987), a writer and consultant, found out that factors that cause satisfaction are not the same that cause dissatisfaction. In his study of American workers, Herzberg asked American workers two questions when doing his research; “What single thing at work gave you the most positive satisfaction in the last 12 months?” and “What single thing at work gave you the most negative dissatisfaction in the last 12 months?” Herzberg discovered

that there were elements that gave satisfaction and elements that gave dissatisfaction and considered recognition for achievement, the intricacies of the work itself, opportunity for advancement and promotion as motivators or satisfiers. On the other hand, company policy, bureaucracy and red tape, relationship with bosses and workmates were considered as dissatisfiers. Herzberg also considered salary as an interesting factor because it can be either a motivator or a dissatisfier: part of one's salary removes the dissatisfactions associated with not being able to afford to live in reasonable comfort and therefore a dissatisfier, and part of it recognizes your status and achievement and is therefore a satisfier.

Young (1988) concluded a research on the overall satisfaction and dissatisfaction levels of teachers in one public school in central California in the United States of America. He found out that satisfying factors of teaching have correlation with interactions and success learners. Dissatisfiers were detected to emanate from conditions that diminished teacher performance. Young concluded that resourcefulness, challenge and salary earned from teaching are the greatest causal factors in job satisfaction. However, Stone and Marsden (2001) opines that salary can be either a satisfier or dissatisfier.

Bame (1991) found out in a study on job satisfaction among teachers in Ghana that, the fulfilment of the personal needs of teachers in a school organisation generates job satisfaction among them, while the non-fulfilment of these needs brings about dissatisfaction. He revealed through his study that, if educational authorities in Ghana wish to see that their teachers are satisfied with teaching, then authorities must ensure that the personal needs of the teachers are met.

In his study of the success story of private Basic schools in Ghana, Ankomah (2002), found out that a number of issues contribute to high staff motivation in private schools. Firstly, the job satisfaction teachers derive from the availability of assorted teaching and learning resources motivate them intrinsically to put in their best performance. Staff motivation also emanated from provision of pecuniary incentives like bonuses, extra teaching allowances, regular pay increases and provision of subsidised lunch to teachers.

Again, a common supervisory practice in private basic schools revealed from the study was strong leadership presence through effective supervision. The heads paid regular visit to the various classrooms to find out how the teachers are performing, and inspected exercises that children have done. Teacher lesson plans and expanded notes are also vetted regularly. Ankomah cites involvement of teachers in decision making through regular staff meetings, and the use of suggestion box as effective. The schools also offer opportunity for staff's development through regular organization of in-service training courses for teachers. When teachers are provided with the needed tools they tend to work better. According to Mensah (1995), academic performance in private schools is far higher than what prevails in the public schools where majority of pupils attend school. Pollard and Triggs (1997) provide the features of schools that are effective. According to these authors, schools that are effective have strong leadership, and have heads that are firm and purposeful. The heads play their roles well and involve teachers in decision making, and above all delegate tasks. There is also a shared corporate goal, which allows the visions and aspiration of the schools to be realized.

There again, there is defined focus on quality teaching and learning. The cultural norms of these schools that affect their effectiveness positively are that there are high levels of expectations on four fronts, from teachers, pupils, parents and management. Students' ability and progress are reviewed and monitored and reinforcement and feedback are given without delay. Resource availability also aids performance.

Bajah (1986) agrees that the availability of both physical and material resources is very crucial for the success of any educational institution. He pointed out that the availability of adequate school buildings, classrooms, tables and chairs, writing materials and learning or teaching aids are important for the attainment of any educational objectives. According to Mullins (1999), motivation is a complex subject, it is a very personal thing and it is influenced by many variables. Mullins adds that a person's motivation, job satisfaction and work performance will be determined by the comparative strengths of these sets of needs and expectations and the extent to which they are fulfilled. She adds a fourth classification the psychological contract. Psychological contract involves a series of expectations between the individual member and organization. These expectations are not defined formally and although the individual member and the organisation may not be aware of the expectation, their relationship is still affected by these expectations.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter explains the research methods employed, namely the research design, the population and the study sample, the sampling method used, research instrument, data collection procedure and data analysis.

Research design

The research made use of the descriptive survey design. This research design was needed because it would help the researcher to collect pertinent and precise data about the topic. Robson (1993) looks at descriptive survey design as the type that portrays an accurate profile of persons, events or situations and considers this as an extension of a piece of exploratory work. Further, Robson sees it as necessary to have a clear picture of the phenomena on which one is to collect data prior to the collection of data. He cautions however that project tutors are rather wary of work that is too descriptive.

The descriptive survey design is versatile and practical and is directed towards the determination of a situation, and also determines the incidence, distribution and interrelations among sociological and psychological variables and indicates how data are collected, organised and displayed in tables and graphs (Gordon and Gordon (1994). Koul (2001) on the other hand, views descriptive study as involving measurement, classification, analysis,

comparison and interpretation. Koul explains that as in any study, descriptive studies researchers identify and define the problem, select or construct tools for collecting data, describe, analyse and interpret the data in clear and precise terms and draw definite and meaningful conclusions.

Descriptive surveys interpret, synthesise and integrate data, and point to complicated interrelationships (Osuala, 1990). Despite the advantages assigned to the descriptive design, care will be taken to ensure that questions to be responded to are clear and not misleading because the result of the survey can vary depending on the wording used (Hays 1994).

Population

The target population for this study involved all Private Junior Secondary Schools in the Ga District. Presently there are 136 Private Junior Secondary Schools within the district, with 1240 teachers. Ga District is in the Greater Accra Region and this is the study area.

Sample and sampling method

A sample is a representative subset of a population which has all the important characteristics of the population from which it is drawn. Sample size and the technique used are influenced by the availability of resources in particular financial support and time available to select the sample (Saunders et al, 1997). Sampling techniques provide a range of methods that enable the researcher to reduce the amount of data you need to collect by considering only data from a sub-group rather than all possible cases.

Many researchers, such as Moser and Kalton (1986) and Henry (1990) argue that using sampling enables a higher overall accuracy than does a census. The smaller number of cases for which you need to collect data means that more time can be spent designing and piloting the means of collecting these data. Collecting data from fewer cases also means that you can collect more detailed information.

In all 150 teachers and 60 head teachers were used in the study. The sampling frame was the 136 private schools in the District out of which 25 were selected for the study using the simple random sampling. Simple random sampling involves the selection of the sample at random from the sampling frame using either random number tables or computer. In this context, the random number tables were used. First each of the 136 schools was given a unique number beginning from 0, then 1 and so on. Then cases were selected using random tables.

The first random number was chosen by closing the eyes and pointing with the finger. Starting with this number the sample size was obtained by reading off the random numbers in a regular and systematic manner. No number was read off a second time. The 25 schools had 310 teachers teaching at the Junior Secondary School with an average of 12 teachers per school.

Six staff members per school were selected using the purposive or judgmental sampling method. This form of sample is often used when you wish to select cases that are particularly informative (Neuman, 1991).

The researcher found it appropriate to use purposive sampling in selecting the 60 head teachers because it was considered necessary to involve all heads of the 25 schools. Neuman (1991) looks at purposive or judgement

sampling as one that enables the researcher to use his judgement to select cases which will best enable him to answer research questions and meet his objectives. Neuman further considers purposive sampling as the type that is often used when working with small samples such as case study research and also when the researcher wishes to select cases that are particularly informative.

The logic on which you base your strategy for selecting cases for a purposive sample should be dependent on your research questions and objectives. Patton (1990) explains that findings from extreme cases will be relevant in understanding or explaining typical cases. He argues that to ensure maximum variation within a sample one has to identify the diverse characteristics prior to selecting the sample.

In all therefore 210 teachers (head teachers inclusive) were interviewed. The schools selected randomly were largely representative of the schools in the district because most of the schools in the district bear similar characteristics and Ga District is generally classified as rural.

Research instrument

Two types of instruments were applied for the study, first a teacher motivation and job satisfaction surveys questionnaire and second, a teacher competency instrument.

Teacher motivation instrument

This instrument is a 34-item teacher questionnaire, which seeks to measure teacher motivation on a 4-point likert scale (Appendix 1). The instrument focused on the following six sub-scales.

- Profile of respondents showing school name, gender, age, rank number of years of teaching and academic qualification.
- Relationship among teachers. This part deals with relationship with head of school, fellow teachers, students and circuit supervisors.
- Condition of service using the opportunity for promotion, opportunity for in-service training, class size, and weekly preparation of lesson notes.
- Salary levels; present salary, salary compared to public school teachers, adequacy of salary, regularity of salary increases, and other means of making extra income.
- Recognition of teachers by stakeholders namely, professional status, recognition by parents and PTA, policy makers, society and students.
- The involvement of teachers in decision making namely, internal supervision, PTA and teachers' welfare.

Kervin (1992) writes that the likert scale is the most widely used scaling technique since it consists of several declarative items that express a viewpoint on a topic. The researcher chose the likert scale because respondents were expected to indicate the degree to which they agree or disagree with the opinion expressed. Also, though simple, the likert scale is an efficient approach when it is compared with other scale types such as the

Thurston scale, and has an additional advantage over open-ended questionnaires (Borg and Gall, 1983; Oppenheim 1992; Sax 1974).

Teacher competency instrument

The competency instrument was used for the observation of teachers whilst teaching. The instrument is a likert type of rating scale and was used to rate teachers on the skills they had acquired and how they were able to apply them during teaching. In all 51 structured items were used.

Data collection procedure

The data collection involved the administering of questionnaire to collect information on teacher demographic status such as gender, age, qualification and satisfaction and competency levels. Secondary data was also used, that is, B.E.C.E results. In few instances respondents were interviewed individually to obtain further relevant information. Questionnaires were administered by hand to all selected teachers and all questionnaires administered were collected.

Data processing and analysis

Results of the research were represented in pie-charts, bar graph and frequency tables to make 'complex information gathered appear more simple and straightforward' (Koul, 2001). For clarity and easy understanding and interpretation of figures the Statistical Product and Service Solutions (S.P.S.S.) was used. Independent Sample Test, One-Sample Test and Group Statistics were used to test the probability of relationships between male and

female teachers and their levels of motivation, satisfaction levels of teachers of urban and rural schools, relationship between teachers' motivation levels and the identified motivational factors and the levels of performance of teachers as rated by their head teachers. Sawnders, Lewis and Thornhill (1997) emphasise that if two variables are significantly different, this will be represented by a larger t-statistic with a probability of less than 0.5.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter provides analysis of the field data and it is centred on the profile of respondents, analysis of teacher satisfaction levels relating to salary, conditions of service, recognition and involvement in decision making. Researcher also analysed teacher performance levels in the areas of lesson planning and presentation, ability to communicate effectively, class control management, effectiveness in the use of reinforcement and time, subject matter, evaluation and feedback and lesson closure.

Analysis was carried out in three phases. Phase one dealt with teacher satisfaction levels and here, a sample space of 150 was used. Phase two looked at the performance of 60 teachers who were observed by their head teachers. The 60 teachers were sampled from the sample space of 150 and observed on two occasions. Finally, Ga District BECE results for private and public schools for four years were analysed.

Profile of respondents

Gender

This phase looks at analysis of respondents' profile in terms of gender using simple percentages and pie charts. Figure 3 shows the gender of respondents. The results reveal that 83 percent males and 17 percent females

were used in the study. The disparity shows a bias towards the employment of more male teachers than female probably because males were the ones that the proprietors found qualified or were available for employment.

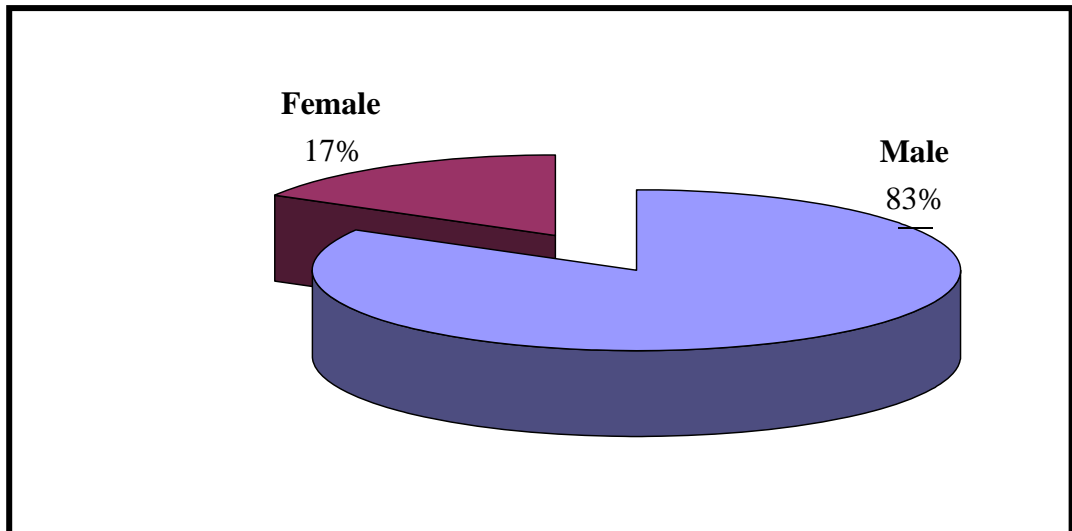


Figure 3: Gender distribution

Source: Field Survey, 2005

Age of respondents

The age of respondents was analysed and represented in Figure 4. The Researcher looked at the age distribution of respondents because as Kyriacou (1986) observes, age is a variable that has a bearing on the success of the learning and teaching activity. Results show that majority of the teachers from the age of 20 to 29 years (modal age) were employed and this constitutes 55 percent of respondents. Further more, 30 percent of teachers had ages ranging from 30 to 39 years whereas those between age brackets 40 to 49 constituted 15 percent of respondents. Most teachers used in the study were therefore young and the reason may be that proprietors of private schools prefer young

teachers who in their view may have the required strength to meet the high levels of demands and standards set by the schools. Kyriacou (1986) however, identifies junior and less experienced teachers to be more concerned with problems especially pupil misbehaviour compared with their more experienced senior colleagues.

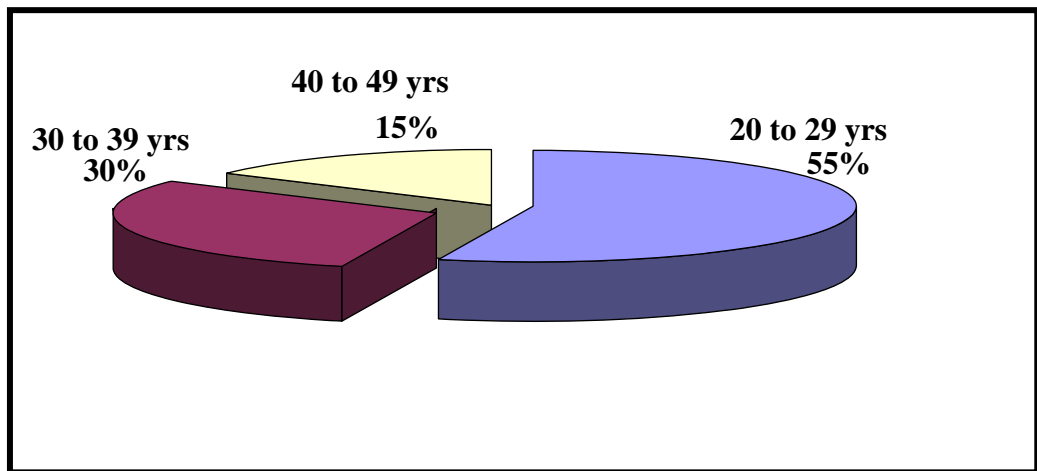


Figure 4: Age of respondents

Source: Field Survey, 2005

The next dimension of the respondents' profile that was analysed was the distribution of research respondents by qualification and this is shown in Table 1. Categorising teachers according to their qualification gives the researcher the idea about how many teachers are professionals and how many are non-professionals.

Table 1: Qualification of teachers

Qualification	Frequency	Percent
4-yr Cert. A.	6	4.0
Specialist	3	2.0
3-year Post Sec.	18	12.0
Diploma	15	10.0
University degree (Prof.)	30	20.0
University degree (non Prof.)	51	34.0
'A' Level	18	12.0
SS Level	9	6.0
Total	150	100.0

Source: Field Survey, 2005

The results reveal that majority of teachers representing 34.0 were University degree (non Prof.) holders, 3-year Post Sec. and 'A' Level were 12.0 percent each, University degree (Prof.) were 20.0 percent, Diploma holders, SSS Level, 4-yr Cert. A and Specialist teachers were 10.0, 6.0, 4.0 and 2.0 percent respectively. Professional teachers have formal qualification as trained teachers but non-professional teachers do not. It was also found out that both categories of teachers are given in-service training when they are employed. The study reveals further that proprietors tend not to place much emphasis on teacher qualification.

The other respondents' profile analysed was the length of time respondents have been teaching in their schools. Table 2 shows the findings.

Table 2: Length of time of teaching at present school

Length of time of teaching	Frequency	Percent
1-5 years	105	70.0
6-10 years	38	25.3
11-15 years	7	4.7
15 years and above	0	0.0
Total	150	100.0

Source: Field Survey, 2005

Results from Table 2 reveal that 105 teachers representing 70.0 percent have stayed in their schools for a period of one to five years and 38 the of teachers representing 25.3 percent have stayed in their schools for a period of 6 to 10 years. Only 4.7 percent had stayed as long as eleven to fifteen years and no teacher had stayed beyond fifteen years.

Figure 5 categorizes the schools into urban, peri-urban and rural. Results reveal that 7 percent of the respondents were from urban, 82 percent from the peri-urban whilst 11 percent of respondents were from rural category. Research findings reveal that Ga District is largely rural but its development as a peri-urban zone has been rapid due to its proximity to the Central Business District (CBD) of Accra and the massive inflow of people either relocating or to set up business primarily as a result of lack of space and high cost of land in the CBD. Most of the schools are clustered in the peri-urban zones.

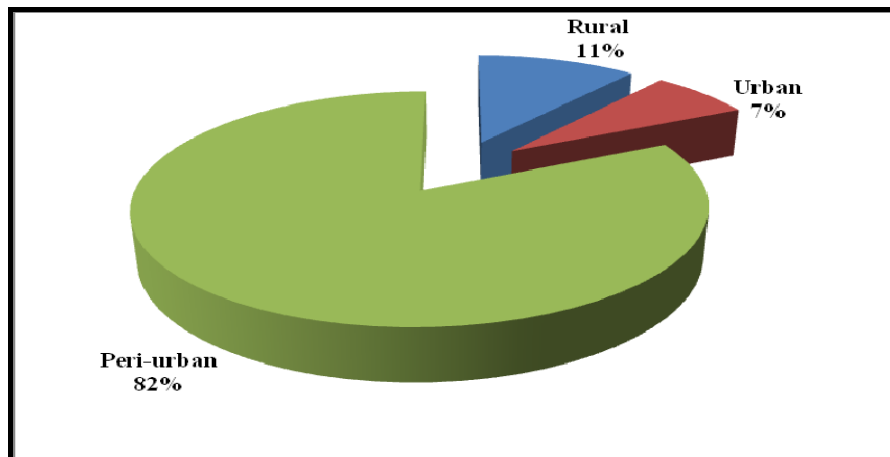


Figure 5: School category by locality

Source: Field Survey, 2005

Levels of motivation among private school teachers

Generally, data were classified into four categories, that is, very satisfied, satisfied, dissatisfied and very dissatisfied. Very satisfied and satisfied meant satisfaction whilst very dissatisfied and dissatisfied stood for dissatisfaction.

Satisfaction levels of teachers as regards relationship among colleagues

As regards teacher satisfaction in relation to relationship among colleagues, Table 3 displays responses from teachers. Results from Table 3 reveal that out of 150 respondents, 128 representing 85.3 percent of the teachers were satisfied whilst 7, representing 4.7 percent were very satisfied with the level of relationship with their head teachers. Also, 75.5 percent, representing 113 of respondents were found to be satisfied with the relationship that prevailed with their students. The results further revealed that majority of the teachers representing about 86.0 percent were satisfied with the sort of relationship they had with their Circuit Supervisors. These findings are

similar to a study conducted by Galloway (1982) in New Zealand, where it was realized that 80 percent of the teachers used in the study were satisfied with the kind of relationship they had with their colleagues and the heads.

Table 3: Relationship among colleagues

Relationship Type	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	With head	7	4.7	128	85.3	15	10.0	0	0.0	150
With fellow teachers	30	20.0	120	80.0	0	0.0	0	0.0	150	100.0
With pupils	30	20.0	113	75.5	7	4.7	0	0.0	150	100.0
With circuit supervisor	0	0.0	129	86.0	14	9.3	7	4.7	150	100.0

Source: Field Survey, 2005

The high levels of satisfaction for all items show teachers' positive attitude to work and this may impact positively on their general output. Secondly teachers will also possess the personal and social skills needed for successful functioning in the school and for relating with parent and administrators.

Table 4: Satisfaction levels as regards conditions of service

Conditions of Service	Very Satisfied				Dissatisfied				Total	
	Very Satisfied		Satisfied		Very Dissatisfied		Dissatisfied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Opportunity for promotion.	0	0	14	9.3	108	72	28	18.7	150	100
Frequency of in-service training.	30	20	98	65.3	22	14.7	0	0	150	100
Class size in relation to teaching and learning.	82	54.7	66	44	2	1.3	0	0	150	100
Provide resources for weekly preparation of lesson notes.	68	45.3	67	44.7	15	10	0	0	150	100

Source: Field Survey, 2005

Results from Table 4 reveal that 72.0 percent of respondents were dissatisfied with the rate at which they were promoted. Further, 85.3 percent of respondents expressed satisfaction (very satisfied and satisfied) with frequency of in service training organised for their upgrading in terms of delivery and subject matter content. Again, 54.7 percent of the respondents were very satisfied with class size. Results also reveal very high satisfaction

levels with the preparation of lesson notes. Ninety percent of respondents showed keenness in preparing weekly lesson notes while 10 percent did not. The high levels of satisfaction for class size, in-service training weekly preparation of notes shows teachers' positive sense to duty and this may impact positively on their performance.

Table 5: Satisfaction levels in terms of salary

Teachers' Salary	Very Satisfied				Dissatisfied				Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Present	0	0.0	13	8.7	128	85.3	9	6.0	150	100.0
Compared to public school	0	0.0	90	60.0	53	35.3	7	4.7	150	100.0
Lasts through the month.	0	0.0	0	0.0	123	82.0	27	18.0	150	100.0
Increased annually.	0	0.0	13	8.7	105	70.0	32	21.3	150	100.0
Extra income.	12	8.0	88	58.7	50	33.3	0	0.0	150	100.0

Source: Field Survey, 2005

Results from Table 5 reveal that 85.3 percent representing the majority are dissatisfied with their present salaries. On the other hand 66.7 percent of respondents receive extra income each month and they are satisfied with it. All respondents agreed that their salaries do not take them through the

month while 60 percent felt satisfied when their salaries are compared to those in the public schools. Again, 91 percent of respondents were certain of annual increment in salaries whereas 9 percent were not. It is evident that majority were found to be dissatisfied with their salary. A study by Ronit and Bogler in Northern Israel in 1999 revealed that poor pay was one of the main factors for teachers' dissatisfaction.

Satisfaction levels as regards recognition

The next factor considered was satisfaction levels as regards recognition.

Table 6: Recognition of teaching by stakeholders

Stakeholders' Recognition of Teaching	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional status.	11	7.3	78	50.7	63	42.0	0	0.00	150	100.0
Recognition given by PTA.	0	0.0	98	65.3	52	34.7	0	0.00	150	100.0
Recognition of my efforts by my school.	2	1.3	85	56.7	41	27.3	22	14.7	150	100.0
Recognition of my efforts by my students.	15	10.0	114	76.0	21	14.0	0	0.00	150	100.0

Source: Field Survey, 2005

Analysis from Table 6 reveals that 50.7 percent of the teachers were satisfied whereas 42.0 percent were dissatisfied with the recognition of their

professional status. Further 56.7 percent were satisfied with the recognition given for the effort they make by their school heads. Also, 86 percent of students in these schools give appreciation for the work the teachers do. Generally satisfaction level in terms of recognition is high. Similar work by Ankomah and Amoako-Essien (2002) shows teachers were satisfied with the recognition given by stakeholders.

Satisfaction levels pertaining to involvement in decision-making

The level of satisfaction relating to involvement of teachers in ensuring school discipline, internal supervision of school work and teachers' involvement in decisions taken by P.T.A. on teachers' welfare and general good of the school were considered.

Table 7: Teachers' involvement in decision making process

Teachers Involvement In Decisions	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Relating to school discipline.	0	0.00	68	45.3	82	54.7	0	0.00	150	100.0
Pertaining to internal supervision of work.	24	16.0	31	20.7	95	63.3	0	0.00	150	100.0
Taken by PTA.	0	0.00	52	34.7	98	65.3	0	0.00	150	100.0

Source: Field Survey, 2005

The results from Table 7 reveal that 65.3 percent of the respondents were dissatisfied with their level of involvement in decision making pertaining to their involvement in PTAs while 54.7 percent and 63.3 percent were found to be dissatisfied with the level of involvement in decision making relating to their inclusion in ensuring school discipline and internal supervision of work respectively.

Table 8: Satisfaction levels for supervision

Supervision	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Management activities.	10	6.7	87	58.0	48	32.0	5	3.3	150
Instructional supervision.	0	0.0	125	83.3	25	16.7	0	0.0	150	100.0
Staff development.	35	23.3	74	49.3	28	18.7	13	8.7	150	100.0
Records keeping.	38	25.3	78	52.0	34	22.7	0	0.0	150	100.0
Relationship with community.	0	0.0	77	51.3	60	40.0	13	8.6	150	100.0
Communication skills.	32	21.3	79	52.7	39	26.0	0	0.0	150	100.0

Source: Field Survey, 2005

Supervision by heads of schools and their sectional heads, notably heads of departments, was also measured and analyzed. Results from Table 8 reveal that respondents were satisfied with general management activities with all the items scoring above 50 percent, showing that majority were happy with roles played by management in ensuring smooth running of the schools.

From the analysis made so far the answer to research question one is that the level of teachers' satisfaction is high, whilst the level of teachers' dissatisfaction is low. In all teachers expressed satisfaction for relationship among colleagues, frequency of in-service training, class size, provision of resources for weekly preparation of lesson notes, relationship with fellow teachers and pupils, records keeping, recognition of effort by students, communication skills, staff development, instructional supervision, relationship with circuit supervisor, receiving extra income, management activities, recognition by parent and P.T.A. of their professional status, salary as compared with public schools and teacher involvement in decision making pertaining to internal supervision of work. Teachers were however dissatisfied with their involvement relating to supervision, recognition of efforts by school heads or proprietors, relationship with community, involvement in decisions taken by P.T.A. and teachers' present salary.

Although salaries are better in private schools, results reveal that teachers in private schools are generally dissatisfied with their salaries, condition of service and involvement in decision making. Vine (1997) has pointed out that pronouncement from prominent business figures shows that motivation is about much more than money. For the vast majority of people, money is clearly important but the extent and how important depends upon

their personal circumstances and the other satisfactions they derive from work (Mullins, 1999).

Levels of performance of private school teachers rated by head teachers

This study also seeks to find the level of teacher performance in terms of application of skills acquired through training colleges and in-service training during teaching. In view of this, 60 Religious and Moral Education and Social Studies teachers were observed in the following competency areas: Lesson introduction and planning, lesson presentation, communication with pupils, class control management, reinforcement, knowledge of subject matter, effective use of time, ensuring good learning environment, evaluation and feedback and lesson closure. Results of the analysis of the scores provided by the scorers during their observation of 60 teachers have been presented in tables through frequencies and simple percentages. Three main levels of performance were developed through the Statistical Product and Service Solutions and thereby generating average performance scores. The average performance score was set at 150. A score from 151–250 was considered as good performance and a score from 50–149 was considered as low performance.

Profile of respondents

Respondents' sex was analysed to enable researcher determine the proportion of male and female teachers used in the study. Results from Table 9 reveal that there were more males than females. Kyriacou agrees that sex has a bearing on the success on every learning or teaching activity.

Table 9: Sex of respondents

Sex	Frequency	Percentage
Male	49	81.7
Female	11	18.3
Total	60	100.0

Source: Field Survey, 2005

Analysis of Table 10 shows that 91.7 percent of teachers observed introduced lessons appropriately, 83.3 percent did the right thing by linking previous lesson with the present and 95 percent had their lessons being interesting.

Table 10: Lesson introduction

Lesson Introduction	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Appropriate methods for introducing lesson.	5	8.3	21	35.0	34	56.7
Linkage between previous and present topics.	10	16.7	24	40.0	26	43.3
Methods used matched to suitable clear achievable objectives.	7	11.7	9	15.0	44	73.3
Interesting and captivating introduction.	3	5.0	9	15.0	48	80.0
Introduction reflects subject matter.	9	15.0	5	8.3	46	76.7

Source: Field Survey, 2005

Results show that majority of the teachers observed have competency in lesson introduction and their achievement is above average. They were able

to pace lesson, move from one part of the delivery to another and this largely made lesson interesting. Teachers may have succeeded as result of students' attentiveness and receptiveness. Kyriacou (1986) is of the opinion that teachers' classroom teaching skills will determine the extent to which he carries out the tasks of teaching and considers effective use of time as the key factor of presentation.

Analysis of Table 11 reveals that no teacher had a problem with lesson presentation and planning.

Table 11: Lesson presentation and planning

Lesson Presentation and Planning	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Appropriate use of teaching aids.	0	0.0	16	26.7	44	73.3
Audibility of teacher.	0	0.0	21	35.0	39	65.0
Systematic and logical presentation.	0	0.0	13	21.7	47	78.3
Writing on chalkboard legibly.	0	0.0	11	18.3	49	81.7
Effective use of questions.	0	0.0	6	10.0	54	90.0

Source: Field Survey, 2005

Seventy three percent of teachers observed, presented their lesson in a very systematic and logical manner whilst 90 percent were very effective with the use of questions during lesson presentation. The conclusion is that heads of private schools in Ga District go all out to ensure that teaching is effective.

Result from Table 12 reveals that teachers scored 83.3 percent in making statements clear and understandable, 91.7 percent by allowing pupils to contribute to discussions and 86.7 percent for giving effective answers to questions.

Table 12: Ability to communicate effectively with pupils

Ability to Communicate Effectively with Pupils	Low Performance		Average Performance		Good Performance	
	Freq.	%	Freq.	%	Freq.	%
	Direction and explanations are clear to understand.	10	16.7	24	40.0	26
Effective distribution of questions to pupils.	7	11.7	33	55.0	20	33.3
Opportunity given to pupils to contribute in the lesson.	5	8.3	18	30.0	37	61.7
Active participation of pupils in lesson.	9	15.0	21	35.0	30	50.0
Teacher ability to answer questions effectively.	8	13.3	12	20.0	40	66.7

Source: Field Survey, 2005

Conclusion can be drawn that majority of the teachers observed in this competency area were found to possess these skills at above average level, that is, have the ability to communicate effectively with their students during

teaching. Majority of the teachers observed are able to facilitate learning and this helps students to rely on themselves and they are encouraged to ask questions.

Analysis of Table 13 reveals that teachers observed scored very high marks for the items considered. Teachers scored above 90 percent for all items analysed. The conclusion is that teachers are able to sustain students' attention during lessons, and this will largely aid the teacher in achieving set objectives and thereby motivate students to learn effectively.

Table 13: Class control and management

Class Control and Management	Low Performance		Average Performance		Good Performance	
	Freq.	%	Freq.	%	Freq.	%
	Ability to Control Students	3	5.0	15	25.0	42
Ability to Control Students through Eye Contact.	4	6.7	24	40.0	32	53.3
Display of Learning Aids.	3	5.0	12	20.0	45	75.0
Ability to Sustain Interest During Lesson	0	0.0	9	15.0	51	85.0

Source: Field Survey, 2005

The next important skill for which teachers were observed was the use of reinforcement and teacher resourcefulness. Five items were used in measuring teachers' skills. These were use of positive reinforcement, use of

various activities in sustaining pupils' interest, encouraging creativity, responds to pupils who are not paying attention, avoids use of negative reinforcement. Analyses of scores under items considered in Table 14 reveal that roughly 83 percent of teachers used positive reinforcement, 90 percent were able to sustain students' interest during instructional time and all teachers under observation were able to identify students who were not paying attention. The conclusion is that reinforcement will ensure retention. If the student learns with short memory, what he learns will easily be forgotten meaning that retention depends on paying attention in class and repeating what is learned so that lasting impressions can be made on the mind. Tamakloe et al (1996).

Table 14: The use of reinforcement

The Use of Reinforcement	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Use of positive reinforcement.	10	16.7	31	51.7	19	31.7
Use of various activities in sustaining pupils' interest.	6	10.0	29	48.3	25	41.7
Encouraging creativity.	9	15.0	19	31.7	32	53.3
Responds to pupils who are not paying attention.	0	0.0	41	68.3	19	31.7
Avoids use of negative reinforcement.	3	5.0	38	63.3	19	31.7

Source: Field Survey, 2005

Teachers' knowledge of subject matter was also observed. Here the results in Table 15 show that majority of the teachers were able to apply the

knowledge they acquired through training and in-service training at the average and above average levels. Items considered were knowledge of subject matter, how current the subject matter is, relating subject matter to the needs of community, presenting lessons in carefully graded levels and ability to present same material in different ways.

Table 15: Subject matter

Subject Matter	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Knowledge of subject matter.	0	0.0	14	23.3	46	76.7
Knowledge of subject matter is current.	0	0.0	3	5.0	57	95.0
Relates subject matter to needs of community.	5	8.3	6	10.0	49	81.7
Presents lessons in carefully graded levels.	2	3.3	34	56.7	24	40.0
Ability to present same material in different ways.	0	0.0	42	70.0	18	30.0

Source: Field Survey, 2005

Kyriacou (1986) identifies three main elements involved in teaching competence which contribute to the teachers' authority; subject knowledge, interest in and enthusiasm for the subject and the ability to set up effective

learning experiences. He adds that teachers who have difficulties with the academic tasks demanded by the subject may find their authority undermined.

Next teachers' skill competency considered was the effective use of time, shown in Table 16. Teachers' observed scores were high; 81.6 percent of teachers had average and above average performance in effective use of time, 95 percent were able to begin lessons at the right time, 86.7 percent ended lesson at stipulated time whereas 90 percent were able to achieve stated objectives. The conclusion is that by the end of the lesson teachers would have achieved the purpose for teaching the lesson.

Table 16: Effective use of time

Effective use of Time	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Effective and does not waste time.	11	18.3	29	48.3	20	33.3
Begins promptly whatever he/she is doing.	3	5.0	32	53.3	25	41.7
Presents lesson within stipulated time.	7	11.7	42	70.0	11	18.3
Good pacing of lesson.	8	13.3	46	76.7	6	10.0
Achieve stated objectives on time	6	10.0	47	78.3	7	11.7

Source: Field Survey, 2005

Competency in ensuring good learning environment was the next skill competency considered. The items used were the presence of wall charts, classroom free of litter, well ordered and neat furniture, well cleaned and managed chalkboard and the ability to create conducive learning environment (Table 17). Generally, teachers observed performed above average and the percentage of teachers that passed was 70 percent. The conclusion is that most classrooms in private schools within the Ga district have adequate wall charts and clean classrooms, which makes the classroom conducive for learning. Maps, diagrams, graphs, charts and visual aid boards and audio aids improve the learning environment and help students build their interests and promote their active participation in the teaching–learning situation (Kyriacou, 1986). This will give teachers enough satisfaction in their job.

Table 17: Ensuring good learning environment

Ensuring Good Learning Environment	Low Performance		Average Performance		Good Performance	
	Freq.	%	Freq.	%	Freq.	%
Presence of wall charts.	0	0.0	8	13.3	52	86.7
Classroom free of litter	0	0.0	15	25.0	45	75.0
Furniture is neat and ordered	0	0.0	21	35.0	39	65.0
Chalkboard well cleaned and managed	0	0.0	23	38.3	37	61.7
Creates conducive learning environment	0	0.0	26	43.3	34	56.7

Source: Field Survey, 2005

The other area of competency dealt with was the ability of the teachers to evaluate both in written or oral forms as well as providing written feedback on work done or oral feedback on questions asked. Results from Table 18 reveal that teachers' observed competency in lesson evaluation and feedback was generally good. The conclusions are that teachers were able to ask series of key questions that are related to objectives stated in the lesson plan, using either written exercise or orally conducted.

Table 18: Evaluation and feedback

Evaluation and Feedback	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Gives exercise that is relevant	0	0.0	12	20.0	48	80.0
Provides feedback for acceptable and unacceptable behaviour	0	0.0	9	15.0	51	85.0
Conducts oral exercises	0	0.0	12	20.0	48	80.0
Provides feedback on exercises	0	0.0	22	36.7	38	63.3
Exercises marked before the next lesson	0	0.0	14	23.3	46	76.7

Source: Field Survey, 2005

Further revelation is that home and class exercises are promptly marked and marks recorded and thus the teacher is able to obtain the needed

information about the student's progress for decision-making. Essentially, assessment provides comprehensive information on the student (Tamakloe et al, 1996).

The last teachers' skill competency analyzed was the teachers' competency in lesson closure. The items considered were ending lesson on time, ability to summarize key points well, giving appropriate and relevant homework, closure is brief and interesting and creating linkages between related topics. Results from Table 19 show that teachers were able to give a good summary of topics taught and gave pupils relevant and appropriate homework. Teachers, however, performed dismally in the area of lesson closure being brief and interesting.

Table 19: Lesson closure

Lesson Closure	Low		Average		Good	
	Performance		Performance		Performance	
	Freq.	%	Freq.	%	Freq.	%
Ends lesson on time	0	0.0	33	55.0	27	45.0
Summarises key points	0	0.0	11	18.3	49	81.7
Gives relevant and appropriate homework	0	0.0	24	40.0	36	60.0
Closure is brief and interesting	0	0.0	40	66.7	20	33.3
Link between current and future lesson	0	0.0	32	53.3	28	46.7

Source: Field Survey, 2005

The bar chart below summarises the competency levels analysed above. Results from Figure 6 show that teachers were most competent in lesson presentation and planning and least competent in class control management. The results obtained further reveal that the performance of private school teachers in the Ga District is high.

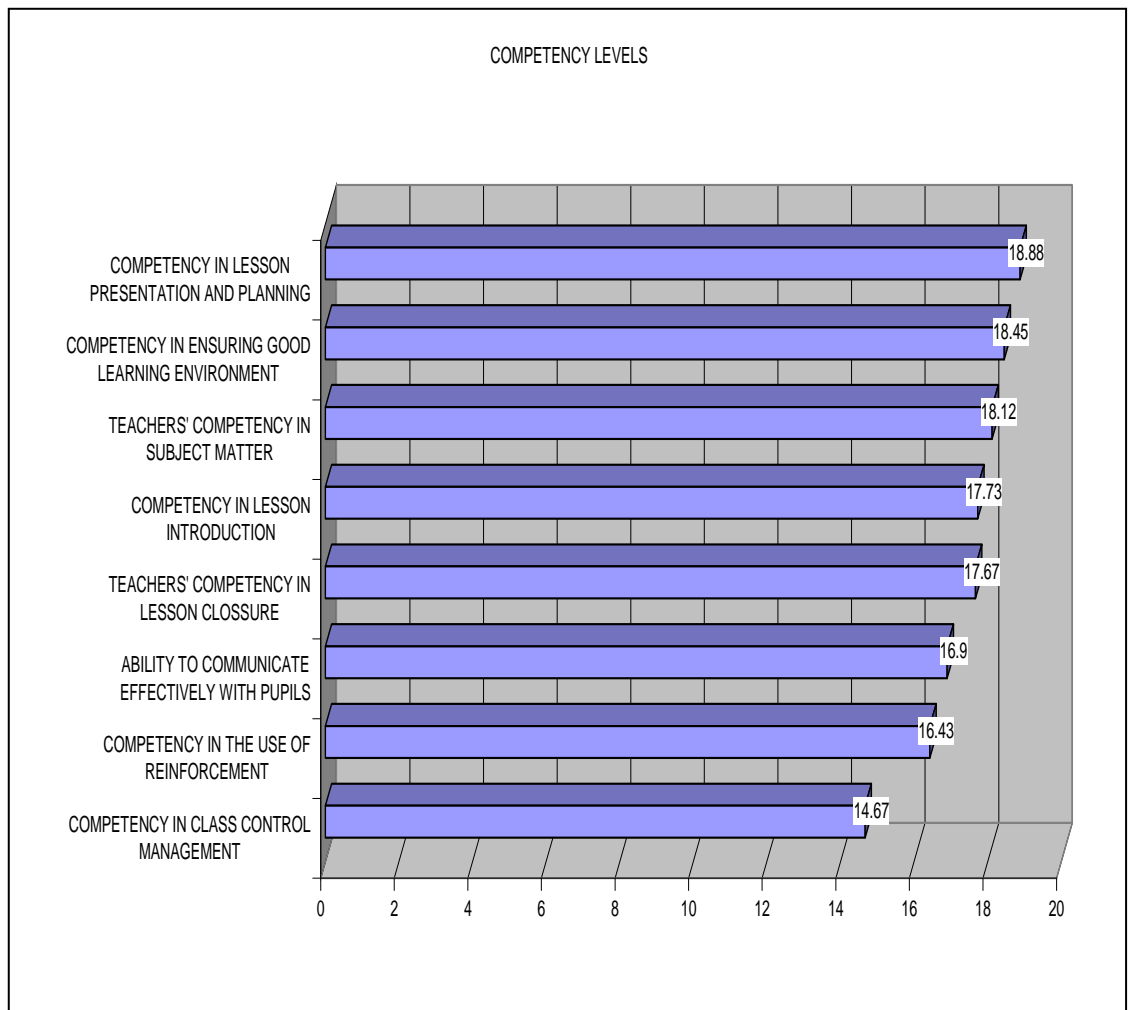


Figure 6: Competency levels

Source: Field Survey, 2005

Performance of junior secondary school students

The research seeks to investigate the level of performance of students in Ga District based on the analysis of Basic Education Certificate (BECE) results for four years, from 2002 to 2005. Simple percentages were used in making the analysis. Every work organisation is concerned with being effective. Upon the attainment of its aims and objectives rests the success and ultimate survival of the organization. The quality of management is central to organization's improved performance (Mullins 1999). The traditional human resource approach to enhancing individual performance has centred on the assessment of past performance and the allocation of reward (Walker 1992). The method of linking incentives to performance is effectively applied in schools within the Ga District. This has indeed been practiced in most private schools, and it is linked to the number of grade one passes obtained in a given subject. Teachers are then rewarded accordingly. This method of providing incentives to teachers has served as motivation for teachers to put in their best and schools in the district have produced phenomenal results. Presented in Table 20 are the BECE results of private J.S.S. schools in the Ga District from 2002–2005.

Table 20 depicts the Junior Secondary School results for private schools in 2002.

Results show that a total of 2,961 candidates entered for the examinations that year out of which 1,037 candidates constituting 35 percent obtained aggregates of 6 to 10 whilst 26.6 percent obtained aggregate 11 to 15 and 21.2 percent had from aggregate 16 to 20. Three hundred and twenty candidates representing 10.8 percent obtained aggregates 21 to 25 whereas 5.2

percent obtained aggregates of 26 to 30. Only 1.2 percent of candidates failed to obtain the maximum pass grade of 30.

Table 20: Analysis of basic education certificate examination results for private schools- Ga District, 2002

Aggregate	No. of candidates	Percentage pass
6-10	1,037	35.0
11-15	788	26.6
16-20	627	21.2
21-25	320	10.8
26-30	153	5.2
31+	36	1.2
Total	2,961	100.0

Source: GES BECE results, 2002

Table 21 on the other hand shows the BECE results for public schools for the same year. Here, 329 out of the 4,666 candidate presented for the year passed with aggregate of 6 to 10. Further, 10.2 percent of candidates obtained from aggregate 11 to 15, 14.6 percent scored from aggregates 16 to 20, 22.8 percent achieved from aggregate 21 to 25 whereas 19.9 percent obtained aggregates of 26 to 30. However, 26.4 percent of candidates failed to obtain the required grade of 30 meaning that 1,232 of candidate could not be placed or admitted into any Senior Secondary School.

Table 21: Analysis of basic education certificate examination results for public schools- Ga District, 2002

Aggregate	No. of candidates	Percentage pass
6-10	329	7.1
11-15	431	9.2
16-20	680	14.6
21-25	1,062	22.8
26-30	932	19.9
31+	1,232	26.4
Total	4,666	100.0

Source: GES BECE results, 2002

Table 22 shows that for 2003, total enrolment for private schools rose up to 3,451. Whereas 28.8 percent of the candidates scored from aggregates 6 to 10, only 3 percent could not make the maximum aggregate of 30. Seventy percent of students were able to further their education. For the same year, Table 23 shows that the public schools presented 4,885 candidates.

Table 22: Analysis of basic education certificate examination results for private schools- Ga District, 2003

Aggregate	No. of candidates	Percentage pass
6-10	995	28.8
11-15	818	23.7
16-20	824	23.9
21-25	518	15.0
26-30	192	5.6
31+	104	3.0
Total	3,451	100.0

Source: GES BECE results, 2002

Table 23: Analysis of basic education certificate examination results for public schools- Ga District, 2003

Aggregate	No. of candidates	Percentage pass
6-10	375	7.7
11-15	408	8.4
16-20	650	13.3
21-25	911	18.6
26-30	1,061	21.7
31+	1,480	30.3
Total	4,885	100.0

Source: GES BECE results, 2003

Out of the number, only 375 representing 7.7 percent obtained aggregate 6 to 10, 8.4 percent scored from aggregates 11 to 15, 13.3 percent had aggregates of 16 to 20, 18.6 percent had aggregates of 21 to 25, 21.7 percent obtained aggregate scores of 26 to 30. Analysis also reveals that 30.3 percent of students from the public schools could not make the required aggregate in 2003. The trend shows outstanding performance from students from private schools.

Table 24 also shows the analysis of results for private school in 2004. Out of the total number of 3,890 candidates presented for the exams that year, 1,142 representing 29.4 percent obtained aggregates 6 to 10. Further 24.7 percent had aggregates 16 to 20 and 15 percent obtained aggregate score of 21 to 25. Analysis also shows that 6.3 percent obtained the least grade of 26 to 30 whereas 2.9 percent could not make the required aggregate.

Table 24: Analysis of basic education certificate examination results for private schools- Ga District, 2004

Aggregate	No. of candidates	Percentage pass
6-10	1,142	29.4
11-15	962	24.7
16-20	846	21.7
21-25	582	15.0
26-30	247	6.3
31+	111	2.9
Total	3,890	100.0

Source: GES BECE results, 2002

Table 25 on the other hand shows that, for the same year the public schools presented 5,295 candidates out of which only 433 representing 8.3 percent were able to obtain aggregate 6 to 10. Analysis further reveals that 1,469 constituting 27.7 percent of candidates who wrote the examination could not obtain the required aggregate.

Table 25: Analysis of basic education certificate examination results for public school- Ga District, 2004

Aggregate	No. of candidates	Percentage pass
6-10	433	8.2
11-15	465	8.8
16-20	782	14.8
21-25	1,074	20.3
26-30	1,072	20.2
31+	1,469	27.7
Total	5,295	100.0

Source: GES BECE results, 2004

The final data looked at was the analysis of BECE results for private schools for the year 2005.

Table 26 shows the percentages scored and the number of schools involved. Analysis of the table shows that for 2005, out of a total of 136 private schools in the district, 93 of them scored 100 percent in the BECE exams, 39 schools scored between 50–99.9 percent and only 4 schools representing 2.9 percent scored below 50 percent. Analysis of result of private schools shows that performance of students is very impressive. The study reveals that not all the private schools did excel but this forms only about 3 percent of private schools in the district.

Table 26: Analysis of BECE result - 2005, Ga District private schools

Percentage score	Number of schools
100	93
90-99.9	20
80-89.9	6
70-79.9	6
60-69.9	3
50-59.9	4
Below 50	4
Total	136

Source: GES BECE results, 2005

Irrespective of their level of certification, teachers will perform creditably if they are committed to their job and have the right attitude. Teachers' level of satisfaction therefore will have a bearing on their performance and hence students' general output will increase. According to Adedeji and Owoeye (2002), the quality of a teacher is not determined by the

type of certificate the teacher has acquired but rather by practical experience one has had on the job, the person's attitude to work, and the interest of the teacher in his job. Kyriacou (1986) also underscores the fact that effective teaching requires teacher commitment towards being effective. However, Heyneman and Loxley (1983) cited in Adedeji and Owoeye (2002) found significant effects on teachers' school attainment and pupil performance in independent work in 10 countries. Twenty-two out of the thirty-one studies conducted showed significant effect for teachers' general level of education.

The answer to research question three is that the level of performance of private school students at the Junior Secondary School level in Ga District is high indicating that there is effective teaching and learning in these schools.

Testing of null hypotheses

Null hypothesis one

There is no significant difference between female and male teachers' satisfaction level.

The independent sample t-test (Table 27) reveals that there is statistically significant difference between male and female satisfaction levels in terms of involvement in decision making. On the other hand, the test revealed that there is no significant difference between male and female teachers when it comes to relationship among colleagues, conditions of service and salary. The outcome further reveals that there is no significant difference between male and female teachers' satisfaction levels. This implies that male

and female teachers' satisfaction levels were similar and therefore what motivates male teachers equally motivates female teachers.

Table 27: Independent sample T-Test between male and female teachers' satisfaction level

Variable	Sex	N	Mean	Std. D	MD	t	Sig.
Salary	Male	125	14.00	.916			
	Female	25	13.88	.832	.12	.607	.545NS
Recognition of teaching by stakeholders	Male	125	9.30	1.39			
	Female	25	9.20	1.38	.104	.340	.734NS
Involvement in decision making	Male	125	7.76	1.06			
	Female	25	7.200	1.04	.568	2.44	.016*
Supervision	Male	125	13.22	1.69			
	Female	25	12.96	1.51	.264	.722	.472NS
Satisfaction level	Male	125	2.11	.317			
	Female	25	2.00	.000	.11	1.76	.080NS

*p<0.05 NS=Not significant

Source: Field survey, 2005

Null hypothesis two

There is no significant difference between levels of job satisfaction of teachers in urban private schools and rural private schools.

Table 28: Independent sample T-Test between rural and urban teachers' satisfaction level

Variable	Location	N	Mean	Std. D	MD	t	Sig. (2-tailed)																																																																				
Relationship among colleagues	Rural	17	7.64	1.05	.27	.501	.451 NS																																																																				
	Urban	133	7.91	.98				Condition of Service	Rural	17	8.58	.79	.48	2.40	.06 0NS	Urban	133	8.09	1.38	Salary	Rural	17	14.05	.24	.08	.12	.751 NS	Urban	133	13.96	.95	Recognition of teaching by stakeholders	Rural	17	7.64	.79	1.85	2.55	.021*	Urban	133	9.49	1.31	Involvement in decision making	Rural	17	8.64	.70	1.09	2.05	.044*	Urban	133	7.55	1.05	Supervision	Rural	17	12.35	.70	0.93	.88	.045*	Urban	133	13.28	1.73	Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS
Condition of Service	Rural	17	8.58	.79	.48	2.40	.06 0NS																																																																				
	Urban	133	8.09	1.38				Salary	Rural	17	14.05	.24	.08	.12	.751 NS	Urban	133	13.96	.95	Recognition of teaching by stakeholders	Rural	17	7.64	.79	1.85	2.55	.021*	Urban	133	9.49	1.31	Involvement in decision making	Rural	17	8.64	.70	1.09	2.05	.044*	Urban	133	7.55	1.05	Supervision	Rural	17	12.35	.70	0.93	.88	.045*	Urban	133	13.28	1.73	Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS	Urban	133	2.11	.31								
Salary	Rural	17	14.05	.24	.08	.12	.751 NS																																																																				
	Urban	133	13.96	.95				Recognition of teaching by stakeholders	Rural	17	7.64	.79	1.85	2.55	.021*	Urban	133	9.49	1.31	Involvement in decision making	Rural	17	8.64	.70	1.09	2.05	.044*	Urban	133	7.55	1.05	Supervision	Rural	17	12.35	.70	0.93	.88	.045*	Urban	133	13.28	1.73	Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS	Urban	133	2.11	.31																				
Recognition of teaching by stakeholders	Rural	17	7.64	.79	1.85	2.55	.021*																																																																				
	Urban	133	9.49	1.31				Involvement in decision making	Rural	17	8.64	.70	1.09	2.05	.044*	Urban	133	7.55	1.05	Supervision	Rural	17	12.35	.70	0.93	.88	.045*	Urban	133	13.28	1.73	Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS	Urban	133	2.11	.31																																
Involvement in decision making	Rural	17	8.64	.70	1.09	2.05	.044*																																																																				
	Urban	133	7.55	1.05				Supervision	Rural	17	12.35	.70	0.93	.88	.045*	Urban	133	13.28	1.73	Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS	Urban	133	2.11	.31																																												
Supervision	Rural	17	12.35	.70	0.93	.88	.045*																																																																				
	Urban	133	13.28	1.73				Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS	Urban	133	2.11	.31																																																								
Satisfaction level	Rural	17	2.00	.00	.11	1.70	0.09NS																																																																				
	Urban	133	2.11	.31																																																																							

*p<0.05 NS=Not significant

Source: Field survey, 2005

The independent samples t-test between rural and urban teachers' satisfaction levels (Table 28) reveals that there is significant difference for variables such as recognition of teaching by stakeholders, involvement in decision making and supervision. There was however no significant difference for relationship among colleagues, conditions of service and salary. There was no significant difference in terms of the overall satisfaction level for rural and urban private schools teachers.

Null hypothesis three

There is no significant difference among the levels of performance of teachers as rated by their head teachers.

Table 29: Independent sample T-test for teachers' competency levels

Teachers' competency	Sex	N	Mea n	Std. D	MD	t	Sig.																																																																																																													
In lesson introduction	Male	49	17.7	2.321	17.7	59.19	.00																																																																																																													
	Female	11	3		3			In lesson presentation and planning	Male	49	18.8	1.043	18.8	140.23	.00	Female	11	8	8	9	Ability to communicate effectively with pupils	Male	49	16.9	2.398	16.9	54.580	.00	Female	11	0	0	In class control management	Male	49	14.6	1.434	14.6	79.221	.00	Female	11	7	7	In the use of reinforcement	Male	49	16.4	1.952	16.4	65.222	.00	Female	11	3	3	In subject matter	Male	49	18.1	1.303	18.1	107.69	.00	Female	11	2	2	2	In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female
In lesson presentation and planning	Male	49	18.8	1.043	18.8	140.23	.00																																																																																																													
	Female	11	8		8	9		Ability to communicate effectively with pupils	Male	49	16.9	2.398	16.9	54.580	.00	Female	11	0	0	In class control management	Male	49	14.6	1.434	14.6	79.221	.00	Female	11	7	7	In the use of reinforcement	Male	49	16.4	1.952	16.4	65.222	.00	Female	11	3	3	In subject matter	Male	49	18.1	1.303	18.1	107.69	.00	Female	11	2	2	2	In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3									
Ability to communicate effectively with pupils	Male	49	16.9	2.398	16.9	54.580	.00																																																																																																													
	Female	11	0		0			In class control management	Male	49	14.6	1.434	14.6	79.221	.00	Female	11	7	7	In the use of reinforcement	Male	49	16.4	1.952	16.4	65.222	.00	Female	11	3	3	In subject matter	Male	49	18.1	1.303	18.1	107.69	.00	Female	11	2	2	2	In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																					
In class control management	Male	49	14.6	1.434	14.6	79.221	.00																																																																																																													
	Female	11	7		7			In the use of reinforcement	Male	49	16.4	1.952	16.4	65.222	.00	Female	11	3	3	In subject matter	Male	49	18.1	1.303	18.1	107.69	.00	Female	11	2	2	2	In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																	
In the use of reinforcement	Male	49	16.4	1.952	16.4	65.222	.00																																																																																																													
	Female	11	3		3			In subject matter	Male	49	18.1	1.303	18.1	107.69	.00	Female	11	2	2	2	In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																													
In subject matter	Male	49	18.1	1.303	18.1	107.69	.00																																																																																																													
	Female	11	2		2	2		In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00	Female	11	7	7	In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																																										
In effective use of time	Male	49	15.5	1.651	15.5	73.054	.00																																																																																																													
	Female	11	7		7			In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00	Female	11	5	5	0	In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																																																						
In ensuring good learning environment	Male	49	18.4	.910	18.4	157.06	.00																																																																																																													
	Female	11	5		5	0		In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00	Female	11	5	5	1	In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																																																																			
In evaluation and feedback	Male	49	18.8	.820	18.8	178.11	.00																																																																																																													
	Female	11	5		5	1		In lesson closure	Male	49	17.6	.774	17.6	176.83	.00	Female	11	7	7	3																																																																																																
In lesson closure	Male	49	17.6	.774	17.6	176.83	.00																																																																																																													
	Female	11	7		7	3																																																																																																														

Source: Field survey, 2005

Independent t-test for null hypothesis three shows very large t-values for all variables. The 49 male and 11 female teachers selected for the study did not differ significantly in output specifically in the areas of competency in lesson introduction, lesson presentation and planning, ability to communicate effectively with pupils, competency in class control management, use of reinforcement, teachers' competency in subject matter, effective use of time, ensuring good learning environment, evaluation and feedback and finally, teachers' competency in lesson closure.

Null hypothesis four

There is no significant difference between the performance of teachers in private and public schools.

Table 30: Independent sample T-test of aggregates of private and public schools in the Ga-District from 2002-2004

Year	Type of School	N	Mean Aggregate	Std. D	MD	t	Sig.
2002	Private	2961	2.2813	1.25508			
	Public	4666	4.1858	1.54003	1.90449	59.048	.000
2003	Private	3451	2.5381	1.34958			
	Public	4885	4.2927	1.58175	1.7543	54.410	.000
2004	Private	3890	2.5278	1.36363			
	Public	5295	4.1887	1.58493	1.66091	52.818	.000

p<0.05. Means were calculated from a Scale 1=Aggregate (6-10), 2=(11-15), 3=(16-20), 4=(21-25), 5=(26-30), 6=(31+)

Source: Field survey, 2005

Independent sample t-test of aggregate scores of private and public schools in GA-District from 2002 to 2004 shows that there is significant difference between the performance of public and private schools for all the three years. From the analysis made so far, it can be concluded that majority of the teachers who were observed in the ten competency areas tend to possess these skills at the above average level. The conclusion here is that teachers in private schools within Ga district are able to summarize the main points of their lesson, invite questions from students and provide answers to these questions confidently and accurately. Teachers therefore display enough competencies in their work.

As regards research question two, it can be said that level of performance of teachers in the Ga District is above the average level. Again, with specific reference to levels of satisfaction of the teachers who were observed it could be stated that if their satisfaction levels are improved it would boost their levels of motivation and hence make them put in more effort and thereby sustain the good performance level. The reason is that teachers have shown competency in planning lesson, introduction and presentation, communication with students, class management, use of reinforcement, subject matter, effective use of time, lesson closure and evaluation and feedback. However competency level is not same with all teachers and more work should be done to get those teachers who did not do so well to excel. According to Farrant (1980), teaching and learning are the opposites of the same coin; they go together. Tamakloe et al (1996) add that for the purpose of effective teaching it is important that the teacher understands the concepts dealt with and improve their competencies in them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The chapter deals with a summary of the research procedures used, major findings, conclusions and recommendations put forward by the researcher. This will help improve the performance of both teachers and managers of private schools in the District.

Summary

The study investigated the relationship between teacher motivation and teacher performance in private schools within the Ga District. The research was generally a descriptive survey and three major research questions were answered. The research questions were as follows:

What are the levels of motivation of private school teachers in the District?

- What are the levels of performance of private school teachers in the Ga District as rated by their head teachers?
- What is the level of performance of junior secondary school pupils in the Ga District?

Four null hypotheses were tested and they were stated as follows:

- H₀: There is no significant difference between male and female teachers and their levels of motivation.

- H0: There is no significant difference between levels of job satisfaction of teachers in urban private schools and rural private schools.
- H0: There is no significant difference among the levels of performance of teachers as rated by their head teachers.
- H0: There is no significant difference between the performance of students in private and public schools.

A sample size of 150 teachers made up of 25 females and 125 males was used for the study. The instruments used in gathering data were teacher satisfaction and teacher performance instruments, and were tested in 25 schools. All questionnaire distributed were returned. Simple percentages and frequencies were used to analyze research questions 1, 2 and 3. The study investigated teacher satisfaction in terms of salaries, relationship among colleagues, condition of service, recognition by stakeholders and involvement in decision-making and their possible effect on teacher performance. Furthermore, the study attempted to determine the competency levels of teachers in terms of lesson planning, introduction and presentation, ability to communicate effectively with students, class control management, the use of reinforcement, knowledge of subject matter, the effective use of time, ensuring good learning environment, evaluation and feedback and lesson closure. Group statistics t-test was used to test all hypotheses.

The following findings were made from the data analyses.

Profile of respondents

The research revealed that there are more male teachers in private schools in Ga District than female teachers. Again, the majority of these

teachers are young and have not passed the age of 30. It was also found out that majority of these teachers were non- professional teachers.

Teachers' satisfaction levels for relationship

Teachers were found to be satisfied with their relationship with the head of the school, fellow teachers and pupils of these schools. Majority of respondents were also satisfied with their circuit supervisors. Similar work by Ankomah and Amoako-Essien (2002) showed that teachers were satisfied with inter-personal relationship.

Teachers' satisfaction levels as regards conditions of service

Teachers were dissatisfied with their conditions of service in terms of opportunity for promotion but were however satisfied with the rate at which in-service training is organised for teachers, class size and the provision of resources for weekly preparation of lesson notes.

Teachers' satisfaction levels in terms of salary

Teachers were highly dissatisfied with their present salary levels although most of them received extra income through extra classes organised by the school. Teachers received extra income by teaching students at home and were offered other incentives such as bonuses, but they largely agreed that their income could not take them through the month. Teachers were also dissatisfied with the annual increment in their salaries because it was not done routinely and when it was done, it was very discriminatory. Kyriacou and Sutcliffe (1979) look at salary as a factor that undermines job satisfaction.

This assertion is supported by Ankomah and Amoako-Essien (2002) that salary and fringe benefits offered by private schools are below the expectation of the teachers and this does not help in motivating them.

Teachers' satisfaction with recognition

Majority of teachers felt satisfied with the recognition given by Parents and Teachers Association (P.T.A.) and pupils. Some teachers felt dissatisfied with recognition of their professional status by the main stakeholders and other teachers, with a percentage slightly above fifty, were satisfied with the recognition of their efforts by their school heads.

Satisfaction level with involvement in decision-making

Most teachers felt alienated and showed dissatisfaction with their involvement in decisions taken by heads of the schools; they are not effectively involved in decisions taken by management. They are only required to carry out instructions and thus their involvement in decisions relating to school discipline and management is limited and teachers felt dissatisfied with it.

Satisfaction level with supervision

Teachers were of the view that management does well by ensuring strict supervision in terms of teaching. Teachers are helped to acquire the skill of teaching and from there on required to teach appropriately, teach according to the demands of the syllabus, present lesson notes on time and attend school regularly. Failure to adhere to these regulations may lead to outright dismissal. Teachers are also required to work within the institutional culture and values

held by the proprietor. Results show that teachers were most satisfied with class size in relation to teaching and learning. This apart, teachers generally were also satisfied with the provision of resources by their schools for the weekly preparation of lesson notes.

Research also established that although majority of teachers were non-professionals, all 60 respondents tested for their competency in teaching scored high marks and thus were found to be very good.

Competency in lesson introduction

Majority of the teachers were able to use appropriate methods for introducing lesson. They were also able to provide a link between previous and present lesson, set clear and achievable objectives and make their lessons interesting. Lesson introduction also reflected subject matter.

Competency in lesson presentation and planning

Majority of teachers used appropriate teaching aids, were audible, gave logical presentation of lesson, wrote legibly and were effective in the use of questions. Teachers were also systematic and logical in their presentation.

Ability to communicate effectively with pupils

Majority of teachers used in the study were able to direct students about their responsibilities and roles they should play in class. Teachers were also effective in making students understand lessons through clear explanations which enabled students to contribute to lessons through active participation. Teachers were also able to answer questions effectively.

Class control management

Respondents showed very high ability in the control of students which was done through the use of eye contact. They were also able to sustain students' interest throughout lessons and there were also adequate wall charts and other teaching and learning aids. These aids assisted considerably in getting the class to be orderly.

Competency in the use of reinforcement

Most of the respondents used positive reinforcement, encouraged creativity, and avoided the use of negative reinforcement. Teachers were able to use various activities in sustaining students' interest and made lessons interesting.

Competency in subject matter

Majority of teachers had adequate knowledge of subject matter and were able to present lesson in carefully graded levels. Most teachers were up to date with current information and were able to cite examples from the community. Teachers were able to present same information in different ways.

Competency in effective use of time

On the whole, teachers did not waste time, were able to pace lessons well. They also finished lessons within stipulated time and were able to achieve stated objectives on time. Lessons were promptly started and students were always prepared for the sessions.

Competency in ensuring good learning environment

Teachers prepared adequate wall charts, models and ensured clean and neat classrooms. Tables and chairs were neatly arranged, chalkboards well managed and these created conducive teaching and learning environment.

Competency in evaluation and feedback

Most teachers gave exercises that were relevant in terms achieving stated objectives. Teachers conducted oral exercise and were able to praise students for acceptable behaviour and cautioned them when their behaviour was unacceptable. All exercises given were marked before the next lesson.

Competency in lesson closure

Majority of respondents summarised key points and ended their lesson on time. Closure was brief and interesting and teachers were able to link the current and future lesson.

Students' performance

It was revealed through analyses of BECE results of Ga District that performance levels of students in private schools were very high. The trend for the four years used for the analyses were similar. Clear focus on teaching and learning as well as strong, firm and committed leadership provided orderly and conducive learning environment. Pollard and Triggs (1997) support the idea that these are the key characteristics of an effective school. Teachers' devotion to duty, commitment and willingness to work towards the goals of the school and the availability of teaching and learning resources all contribute to

promote high academic standards. Parents are also involved actively in providing the needed materials to support students in their learning. Ankomah (2002) also holds this view and adds that a number of issues contribute to get teachers motivated to put in extra effort especially staff motivation, long term vision and effective supervision. Management decisions and supervision was found to be the most important factor, which influenced teacher performance. Eagerness of heads and parents to support pupils to succeed, regular checking and marking of teachers lesson notes, frequent checking of students' exercises, regular visits to the classrooms, computer and science laboratories, the infirmary and canteen, all help greatly in helping students to constantly focus on their academic work. This allows effective use of instructional time.

Test results

Null hypotheses one, two and three were valid and were therefore accepted and the alternative hypothesis put forward by the researcher rejected. However, null hypothesis 4 was rejected and therefore the alternative hypothesis turned out to be true. In a nut shell, for null hypothesis one, the independent sample t-test showed no significant difference between male and female teachers in terms of relationship among colleagues, conditions of service and salary. There was however, significant difference between male and female satisfaction levels in terms of decision making. The outcome therefore reveals that there was no significant difference between male and female satisfaction levels. Again, for null hypothesis two, independent sample t-test for rural and urban teachers' satisfaction levels reveals that there was no significant difference for variables such relationship among colleagues,

conditions of service and salary. However, variables such as recognition of teaching by stakeholders, involvement in decision making and supervision showed significant difference. For null hypothesis three, t-test results show that teachers selected for the study did not differ significantly in their competency levels. Finally, t-test result for null hypothesis four revealed that there was significant difference between the performance of private and public school students.

Conclusions

Findings from the study about levels of motivation in private schools in Ga district reveal that the levels of teacher satisfaction were high. Teachers were found to be satisfied with such factors as recognition by stakeholders, the management activities in terms of instructional supervision, record keeping, ensuring that teachers teach according to the syllabus, good environment and relationship with members of staff, students and circuit supervisors. On the other hand there were high levels of dissatisfaction for salary given to teachers, involvement in decision-making and the opportunity for promotion. This is confirmed by studies by Perkins (1991) who found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching. This means that teachers accept in principle that the rewards for the work they do are woefully inadequate but will perform when there is cordiality, good teaching and learning environment, and availability of resource materials that can enhance teaching.

Teachers' dissatisfaction with levels of remuneration may generate its own repercussions. This may lead to high job attrition levels making it

difficult for teachers to work in one particular school for a long time, but rather take advantage of the variations in salary payments in these private schools. Torrington and Hall (1998) argue that factors such as fringe benefits and overall salary systems can affect individual's satisfaction and decision to perform at work. Individual teachers are encouraged to make greater contribution because they know they will be financially rewarded for achieving excellent grades.

Recommendation

From the research findings and the conclusions arrived at, the following recommendations can be put forward:

- Private school heads and proprietors should incorporate teacher welfare and opportunity for progression in their planning.
- Teachers should be involved in all decisions that bother on the sustainability of the schools to ensure their maximum participation and thereby produce the desired results.
- Proprietors and school heads should ensure teachers' needs are satisfied through improved salary and this should be done consistently.
- Private schools should have more collaboration with the communities in which they operate.
- The Ghana Education Service (G.E.S.) should take a cue from what pertains in private schools to improve the satisfaction of teachers under their control.

REFERENCES

- Adair, J. (1990). *Understanding Motivation*. England: Talbolt Adair Press.
- Addaih, S. (2005). Motivaion at the workplace. *Daily Graphic*, Tuesday April 26, 2005.
- Adedeji, S.O. & Owoeye, J.S. (2002). Teacher quality and resource situation as determinants of students' academic achievements in Ogun States Secondary Schools. *Journal of Educational Management*. 4 36-45.
- Aggarwal, J.C. (1995). *Teacher And Education In Developing Society*. New Delhi: Vicas Publishing House Pvt. Ltd.
- Ankomah, Y.A. (2002). The Success Story of Private Basic Schools in Ghana: The case of three schools in Cape Coast. *Journal of Educational Management*. 4, Nov. 2002, 1.
- Ankomah, Y.A. & Amoako-Essien, M. (2002). 'Job Satisfaction of Teachers in Private Basic Schools: A Study in the Accra Metropolis of Ghana.' *Journal of Educational Management*. 4, Nov. 2002, 179-189.
- Bajah, S.T. (1986). *Implementation of the New SSC Chemistry Curriculum*. Keynote Address Presented at the Stan, National Chemistry Workshop, Enugu: April 27 – May 2.
- Bame, K.N. (1991). *Teacher Motivation and Retention in Ghana*. Accra: University Press.
- Borg, N.R. and Gall, M.D. (1983). *Applying Education Research*. New York: Longman.
- Cole, G.A. (2002). *Personnel And Human Resource Management*. London: Biddles Limited.

- Cooper, J. & Hartley, J. (1990). Reconsidering the case of organisational commitment. *Human resource management journal*, 26, 193 – 213.
- Daft, R.L. (1999). *Leadership Theory and Practice*. U.S.A.: Dryden Press.
- Dawra, S. (2001). *Human Resource Development and Personnel Management*. New Delhi: Radha Publications.
- Desimone, R.L & Harris, D.M. (1998). *Human Resource Development*. U.S.A. The Dryden Press, Harcourt Brace College Publishers.
- Evertson, C. (1976). *Teacher Behaviour, Student Achievement and Student Attitudes*. Austin T.X: Research and Development Centre of Teacher Education.
- Farrant, J.S. (1980). *Principles and Practice of Education*. Harlow Essex: Longman Group Ltd.
- Galloway, et al (1982). “Sources of Satisfaction And Dissatisfaction”. *Journal of Educational Research*. 26, 4-12.
- Ghana Education Service (G.E.S.). B.E.C.E. Results, 2002-2005, Accra: West Africa Examinations Council.
- Ghana Reform Review Committee (2002). *White paper report on education reform review*. Government of Ghana.
- Ghana Education Service (G.E.S.). White Paper Report on Education Reform Review, 2004.
- Gordon, F.S. and Gordon, S.P. (1994). *Contemporary Statistics: A Computer Approach*. New York: Mcgraw-Hill.
- Hartely, J. (1990). “Reconsidering the Case of Organisational Commitment”: *Human Resource Management Journal*. 26, 193- 213.

- Hays, W.L. (1994). *Statistics* (4th ed). London: Holt-Saunders.
- Henry, G.T. (1990). *Practical Sampling*. Sage: Newbury Park California
- Hertzberg, F., Mausner, B. and Synderman, B. (1959). *The Motivation to Work* (2nd ed). New York: John Wiley and Sons Inc.
- Herzberg, F. (1968). *Work and the Nature of Man*. London: Staples Press.
- Herzberg, F. (1987). *One more time: how do you motivate employees?* Harvard Business Review, 65(5), 109 – 120.
- Heyneman, S. & Loxley, W. (1983). “The effect of primary school quality and academic achievement across twenty-nine high and low income
- Kanter, R.M. (1987). “The Attack on Pay” *Harvard Business Review*, March–April 1987, 60-67.
- Kervin, J.B. (1992). *Methods of Business Research*. New York: Harper Collins.
- Koul, L. (2001). *Methodology of Educational Research* (3rd ed). New Delhi: Vikas Pub. House Ltd.
- Kyriacou, C. & Sutcliffe, J. (1979). Teacher Stress and Satisfaction. *Educational Research*, 21, 89-96.
- Kyriacou, C. (1986). *Effective Teaching in Schools*. Cornwall: TJ Press (Padstow) Ltd.
- Leap, T.L & Crino D.M. (1993). *Personnel/Human Resource Management* New York, U.S.A.: Macmillan Publishing Company.
- Locke, E.A. (1975). ‘Personal Attitudes and Motivation.’ *Annual Review of Psychology*, 457-480.
- Long, P. (1986). *Performance Appraisal Revisited*. London: I.P.M.

- Maslow, A.H. (1954). *Motivation And Personality*. New York: Harper and Brothers.
- Maslow, A.H. (1987). *Motivation And Personality* (3rd ed).New York: Harper And Row.
- McClelland, D.C. (1988). *Human Motivation*. London: Cambridge University Press.
- McGregor, J.C. (1960). *The Human Side of Enterprise*. New York: Mcgraw – Hill.
- McWilliam, H.O.A & Kwamena–Poh, M.A. (1975). *The Development of Education In Ghana*. London: Longman Group Limited.
- Mensah, K. (1995). ‘Promoting Quality Education in Basic Schools’. *Daily Graphic*, April 11, 1995, 5.
- Mitchell, T.R. (1982). ‘“Motivation: New Directions for Theory, Research and Practice”’. *Academy Of Management Review*, 7, 1, 80-88.
- Mitchell, T.R. & O’Reilly, C.A. (1983). Managing Poor Performance and Productivity in Organisations. *Research in Personnel and Human Resources Management*, 1, 201-234.
- Morris, T., Lydka, H. & O’Creevy, M.F. (1992/3). ‘“A Longitudinal Analysis of Employee Commitment and Human Resource Policies”’ *Human Resource Management Journal*. 3, 21-38.
- Moser, C. A. & Karlton, G. (1986). *Survey Methods in Social Investigation* (2nd ed.). Aldershot: Gower.
- Mullins L.J. (1999). *Management and Organizational Behaviour*. Essex: Pearson Education Limited.
- Neuman, W. L. (1991). *Social Research Methods*. London: Allyn and Bacon.

- Oppenheim, A.N. (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. (New edition). London: Printer.
- Osuala, E.C. (1990). *Teach Your Self Business Management*. Onitsha: Africa First Publishers Ltd.
- Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed). Sage: Newbury Park, California.
- Perkins, C.M. (1991). A study to Investigate Experienced Teachers Job Satisfaction and the Teacher's Perception of their Principal's Leadership Style. (Doctoral Dissertation, the University of North Carolina at Chapel Hill). Dissertation Abstracts International, 31, 3239A. Cited in *Journal of Educational Management*. 4, Nov. 2002, 189.
- Pollard, A. & Triggs, P. (1997). *Reflective Teaching in Secondary Education*. London: Cassell.
- Robertson, I.T., Smith, M. and Cooper D. (1992). *Motivation: Strategies, Theory and Practice* (2nd ed). London: Institute of Personnel and Development. 21.
- Robinson, S.L. & Benette, R.J. (1995). A typology of deviant workplace behaviours: A multidimensional scaling study. *Academy of management journal*. 38, 555 – 572.
- Robinson, S.L. (1995). A Typology of Deviant Workplace Behaviours: A Multidimensional Scaling Study. *Academy of Management Journal*, 38, 555-572.
- Robson, C. (1993). *Real World Research*, Oxford: Blackwell.

- Saunders, M., Lewis, P. & Thornhill, A. (1997). *Research Methods for Business Students*. London: Pitman.
- Sax, G. (1974). *Principles of Education Measurement and Evaluation*. Belmont: Wadsworth Pub. Co. Inc.
- Steers, R.N. and Porter, L.W. (1991). *Motivation and Work Behaviour*. (5th ed). New York: McGraw Hill.
- Stone, E. (1966). *An Introduction to Educational Psychology*. London: Melluen & Co Ltd.
- Stone, B. and Mardsen, A. (2001). *Organizational Behaviour*. Glasgow: Bell and Bain Ltd.
- Tamakloe, E.K. Amedahe, F.K., & Atta, E.T. (1996). *Principles and Methods of Teaching*. Accra: Black Mask Limited.
- Tomsho, A.L. (1994). How Greyhound Lines Re-Engineered Itself Right into a Deep Hole, cited in the *Wall Street Journal*.
- Torrington, D. & Hall, L. (1998). *Human Resource Management*. England: Pearson Education Limited.
- Torrington, D.P. & Weightman, I. (1989). *The Appraisal Interview*. Manchester: U.M.I.S.T.
- Torto, D.S (2005). Motivation: an ingredient for Productivity. *Daily Graphic*. July 4.
- United Nations. (1998). *Universal Declaration of Human Rights, Article 23, Section 3*. April. New York: Author.
- Vernon, N.D. (1969). *Human Motivation*. London: Cambridge University Press.

- Viega, J.F. (1988). Face your problem subordinates new! *Academy of Management Executive*, 2, 145-152.
- Vine, P. (1997). 'Women in Business'. *The British Journal of Administrative Management*. November / December 1997. 14.
- Vroom, V.H. (1964). *Work and Motivation*. New York: John Wiley and Sons.
- Walker, J.W. (1992). *Human Resource Strategy Maidenhead*. New York: McGraw-Hill.
- Walton, R.E. (1985). 'From Control to Commitment in the Workplace'. *Harvard Business Review*. 77 – 84.
- Weiner, B. (1980). *Human Motivation*. New York: Holt, Rinehart and Winston.
- Wlodkowski, R.J. (1985). *Enhancing Adult Motivation to Learn*. San Francisco: Jossey Bass.
- Young, B.I. (1988). *Teacher Job Satisfaction; A Study of the Overall Job Satisfaction on Work Facet Satisfaction of K-8 Teachers*: Dissertation Abstracts Int., 49(7), 34-35.

APPENDIX 1

QUESTIONNAIRE ON TEACHING MOTIVATION IN GA DISTRICT, GREATER ACCRA REGION

The aim of this questionnaire is to solicit information with regard to motivation and the performance of teachers in the Ga District. The research is for the purpose of writing a dissertation as part of the requirement for the award of a Masters Degree in Human Resource Development. Your candid and objective responses will constitute a strong empirical basis for determining the level of motivation of private school teachers. You are kindly requested to be as objective as possible to the items in questionnaire.

Confidentiality is requested of whatever information you give is fully assured.

Thank you.

Part 1: Profile of respondents

Please tick or write the appropriate responses.

1. Name of school:.....
2. Gender: Male Female
3. Age: Below 20-25 36-40
26-30 41-45 31-35
46 and Above
4. What is your rank:.....
5. How long have you been teaching in your present school?
1-5years 6-10years 11-15 16-20 21-25
26 and Above
6. Location of your school: Rural Urban

7. What is your highest academic qualification?

i) 'O' Level [] ii) SS Level [] iii) 'A' Level []

iv) 4year Certificate 'A' [] v) 3year Post Sec. []

vi) Teacher Diploma [] vii) Specialist Certificate []

viii) Bachelor of Education [] ix) University Degree. []

Part 2. Job satisfaction level

In the following items please select the responses, which is not appropriate to you with regard to your satisfaction level.

A: Relationship among colleagues

ITEMS	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
8. Relationship with Head				
9. Relationship with fellow teachers				
10. Relationship with my pupils				
11. Relationship with circuit supervisor				

B: Condition of service

ITEMS	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
12. Any opportunity for promotion.				
13. Opportunity for in service training.				
14. Class size in relation to teaching and learning materials.				
15. Weekly preparation of lesson notes.				

C: Salary

ITEMS	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
16. Teacher's Present salary				
17. Teacher's salary compared to public school teachers				
18. Teacher's salary compared				

takes him through the month				
19. Teacher's salary increased annually.				
20. teacher received extra income				

D: Recognition of teachers by stakeholders of education

ITEMS	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
21. Professional status of teacher				
22. Recognition given by parents and P.T.A				
23. Recognition of my efforts by my school Head/Proprietor				
24. Recognition of my efforts by my students				

E: Teachers involvement in decision making process

ITEMS	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
25. Teacher involvement in decisions relating to school discipline.				
26. Teacher involvement in decisions pertaining to internal supervision of work.				
27. Teacher involvement in decisions taken by school P.T.A				

F: Supervision

ITEM	VERY SATISFIED	SATISFIE D	DISSATISFIE D	VERY DISSATISFIE D
28.Management activities				
29.Instructional Supervision				
30.Staff Development				
31.Records Keeping				
32.Relationship with Community				
33.Communicatio n Skills				
34.Personality Skills				

Section B: Lesson presentation

ITEMS	SCALE				
	1	2	3	4	5
6. Presentation through appropriate use of teaching aids.					
7. Systematic and logical presentation of material					
8. Writing on chalkboard legibly					
9. Effective use of questions in lesson presentation.					
10. Audibility of teachers					

Section C: Communication with pupils

ITEM	SCALE				
	1	2	3	4	5
12. Directions and communications and clear to understand.					
13. Effective distribution of questions.					
14. Opportunity given to pupils to contribute.					
15. Active participation of pupils in the lesson					

Section D: Class control and management

ITEMS	SCALE				
	1	2	3	4	5
17. Ability to control pupils who disturb.					
18. Ability to control through eye contact.					
19. Ability to sustain pupils' interest throughout the lesson.					
20. Presence of wall charts, display of teaching learning aids on walls.					
21. Classroom is free of litter					
22. Classroom is neat and orderly					
23. Creates conducive learning environment.					

Section E: The use of reinforcement

ITEM	SCALE				
	1	2	3	4	5
24. Use of Positive reinforcements					
25. Use of various activities in sustaining pupil interest					
26. Encouraging creativity					
27. Responds to pupils who are not paying attention.					
28. Avoids the use of negative reinforcement					

Section F: Teacher competence in subject matter

ITEM	SCALE				
	1	2	3	4	5
29. Knowledge of subject matter					
30. Knowledge of subject matter is current					
31. Relates subject matter to need of community					
32. Present lesson in carefully graded levels.					
33. Ability to present same material in different ways					

Section G: Effective use of time

ITEM	SCALE				
	1	2	3	4	5
34. Effective and does not waste time.					
35. Begins promptly whatever he or she is doing.					
36. Presents lesson within stipulated time.					
37. Good pacing of lesson.					
38. Achieve the stated objectives on time.					

Section H: Ensuring good learning environment

ITEM	SCALE				
	1	2	3	4	5
39. Presence of wall charts.					
40. Classroom free of litter.					
41. Furniture is neat and ordered.					
42. Chalk board well cleaned and managed					
43. Creates conducive learning environment.					

Section I: Evaluation and feedback

ITEM	SCALE				
	1	2	3	4	5
44. Gives exercise that is relevant.					
45. Provides feedback for acceptable and unacceptable behaviour					
46. Conducts oral exercises.					
47. Provides feedback on exercises.					
48. Exercises marked before the next lesson.					

Section J: Lesson closure

ITEM	SCALE				
	1	2	3	4	5
49. Ends lesson on time.					
50. Summarises key points.					
51. Gives relevant and appropriate home work.					
52. Closure is brief and interesting.					
53. Links current and future lessons					

APPENDIX 3

LIST OF SOME PRIVATE JSS SCHOOLS IN GA DISTRICT- 2005

Apostle Safo School JSS
Caiquo Memorial JSS
Calvary Victory Int. JSS
Christian Valley Int. JSS
Divine Academy JSS
Elim Cluster of Shc. JSS
Emepet Academy JSS
Faith Montessori JSS
Gilead School JSS
Good Shepherd Int. JSS
Happy Home Acad. JSS
Hannah School Complex
Hope MarieAcademy JSS
Kwegyir Aggrey Mem JSS
Louise Rainbow JSS
Martha Kids Int. JSS
My Redeemer JSS
New Life Int. Academy
Princess Int. Complex
Rect Academy JSS
St. Stephens Acad. JSS
Stephenson's Int. JSS
Sun Beam Int. Acad. JSS
The Acropolis Schools JSS
Tower Preparatory JSS