UNIVERSITY OF CAPE COAST

MOTIVATING TEACHERS AND STUDENTS OF THE SENIOR HIGH SCHOOL FOR EFFECTIVE TEACHING AND LEARNING: THE CASE OF AKUAPEM-NORTH DISTRICT

EMMANUEL ACHEAMPONG

2012

UNIVERSITY OF CAPE COAST

**MOTIVATING TEACHERS AND STUDENTS OF THE SENIOR HIGH SCHOOL
FOR EFFECTIVE TEACHING AND LEARNING:
THE CASE OF AKUAPEM-NORTH DISTRICT**

BY

EMMANUEL ACHEAMPONG

**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 MANAGMENT**

FEBRUARY, 2012

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 this 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 objective of this study was to examine the issues of motivation on teaching and learning using content and process theories of motivation. Stratified sampling procedures were used to select a sample of 304 respondents. Research instruments for data collection were questionnaire and interview guide with a response rate of 98 percent.

Motivation in teaching and learning has adverse effects in raising the moral of teachers and students. Basically, teachers were to encourage students by giving frequent, early, positive feedback that supports students' beliefs that they can do well. However, literature and observation in the study showed that most students and teachers are not given the necessary motivation to learn and teach which adversely affects academic performance.

Although content theories helped in determining the level of satisfaction or dissatisfaction, individuals evaluated their work based on certain expectations which were informed by their socio-economic, institutional and personal environments.

The study recommended that the Ghana Education Service should establish a salary review committee to discuss vividly the salary structure for teachers. Also was the introduction of a new professional path for teachers with transparent promotion criteria based on performance.

ACKNOWLEDGEMENTS

The first to be mentioned is my supervisor, Dr. E. K. Ekumah, a senior Lecturer, University of Cape Coast, who helped to shape the research and suggested improvement considerably. My sincere thanks go to Professor Opare, the Dean of Education, University of Cape Coast who made life more accommodating and comfortable during my stay on campus. I also thank Matlida Fokuo Dwomoh and Peter Boateng, both course mates for their adjustment and sacrifices necessary in order for me to complete this work.

DEDICATION

To my dear wife, Cynthia Acheampong (Mrs), for her love, support, encouragement and care throughout the period of study.

TABLE OF CONTENTS

Content   Page

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

GES   -   Ghana Education Service

GNAT   -   Ghana National Association of Teachers

JSS   -   Junior Secondary School

MOE   -   Ministry of Education

SHS   -   Senior High School

SSS   -   Senior Secondary School

OKUAS   -   Okuapemman Senior High School, (Akropong- Akuapem)

M'PRESEC   -   Presbyterian Senior High School, (Mampong- Akuapem)

NISEC -   Nifa Senior High School, (Adukrom-Akuapem)

CHAPTER ONE

INTRODUCTION

Background to the study

Motivation is not completely a new term. It is commonly assumed to be a good thing that influences individual's behavior and performance at work. In the school set up, teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students among other things, have a large effect on student motivation towards learning.

Teacher motivation also has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control, particularly in the classroom and demonstrated in the involvement or non-involvement of academic and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom.

Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with more supportive resources and facilities for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall

improvement of the school. Anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services add to their motivation.

Motivation is referred to as the degree of readiness of an organization to pursue some designated goal. Kelly (1974, p. 279) states that, "motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. Hoy and Miskel (1987) are of the view that, employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Dessler (2001) further defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring.

It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. Motivation is primarily concerned with goal-directed behavior. Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. Several factors are believed to influence a person's desire to perform work or behave in a certain way.

2

Psychology has identified two basic classifications of motivation; intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn or teach due to its inbuilt interests, for self-fulfillment, satisfaction and to achieve a mastery of a given task. Extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. These forms of motivation must be seen working hand in hand so as to see its effect on productivity.

Ghana is seen to be changing its educational system for some time now for the betterment of its settings. The introduction of the Junior Secondary School (JSS) system was one of such. It had been agreed upon after the Dzobo Committee, chaired by N.K. Dzobo of the University of Cape Coast, reported in 1974 that the nation's educational establishment needed overhauling. The system was implemented in1987 and this was hailed by many as the answers to the country's educational, social, and economic problems.

Not quite long, President of the Republic of Ghana, HE Mr. John Agyekum Kufuor on Wednesday, April 11,2007 launched a new Education Reform Programme that proposes eleven years of Free Compulsory Universal Basic Education (FCUBE) and four years of Senior High School (SHS) formerly Senior Secondary School (SSS).The new system, which was implemented in September 1, 2007, was designed, among other things, to prepare the appropriate human resource in the form of skilled, technologically-advanced and disciplined workforce with the right ethics to service the growing economy.

Studies have established that pay and benefits, communication, motivation, and leisure time, all seem to play part to whether employees are satisfied with their jobs or not (Brewer, 2000). However in Ghana, it is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. According to GNAT (2009), teachers in Ghana generally earn low salaries and that the poor working conditions often force teachers to hold multiple jobs which in turn negatively influence the quality of teaching in the classroom. As the working conditions and the status of teachers keep falling, the number of teachers leaving the classrooms for greener pastures rises.

Akuapem-North district is one of the administrative districts in the Eastern Region. It is about fifty eight (58) kilometers from the nation's capital Accra. The district capital, Akropong-Akuapem, which is situated in the centre of the district, is also the headquarters of the Okuapemman traditional area. There are two hundred and fifty three (253) schools comprising of kindergarten, primary, JHS, SHS, Teacher College of Education, University in the district, with a total school enrolment of thirty four thousand and six (34,006) and a population of one thousand two hundred and seventy (1,270) trained teachers and one hundred and forty one (141) untrained ones. There are currently ten (10)SHS in the district.

Problem statement of the study

Little is known about student perceptions of effective teacher behaviors in the secondary classroom, yet these perceptions can impact on how students respond to teachers and how students learn in these classrooms. To do their jobs well, educators need supportive school environments where they are valued, trusted and can collaborate to improve instruction. The quality of teaching conditions can encourage or constrain good teaching and impacts student and teacher achievement.

Academic performance of students has not been encouraging for some time now in the Akuapem North District. The poor performance has attracted the two Members of Parliament in the district to brainstorm on the falling standard of education in the area with stakeholders such as teachers and the Akuapem North District Directorate of Education. The District Assembly in 2009 also called for an emergency meeting to meet the various Chiefs and Elders of the traditional area to deliberate on the fallen standard of education in the district where the District Directorate set up a committee to find out the reasons accounting for the performance (Akuffo,2009)**.**

Lack of effective teacher and student motivation is a prime factor to poor academic performance. It was therefore against the falling standard of education in the district that the study sought to find out the effect of teacher and student motivation on effective teaching and learning.

Objectives of the study

The main objective of the study was to assess the effects of motivation on teaching and learning in the Akuapem-North District SHS's and make recommendations to the appropriate quarters for improvement. Specifically, the study sought to:

1. Examine what motivate teachers to effectively teach in the schools;

2. Examine what motivate students to effectively learn in the schools;

3. Assess measures in place to motivate teachers across the schools and;

4. Make recommendation on how teachers and students can be motivated to bring about the best in the education sector.

Research questions

The study aimed at addressing the following questions which are pertinent in teacher and student motivation as far as education is concerned:

1. What motivates teachers to effectively and efficiently teach in the schools?

2. What motivates students in their learning in the schools?

3. What are the effects of teacher motivation on effective and efficient teaching in the school?

4. What are some of the measures taken to ensure effective motivation in the schools?

Significance of the study

The Ghana Education Service (GES) and the Ministry of Education (MOE) and all stakeholders in education are deeply concerned with the fallen standards of education in the country. The study would help both teachers and students to reassess their motivational practices to make them more effective and serves as a source of reference in developing educational policies. Results from the study would also contribute to knowledge in the field of motivation and its theories which is the backbone of human behaviour.

It is envisaged that stakeholders who are not employing effective ways of motivating teachers and students would recognized the essence of doing so in other to receive desired results. Future areas for research will also be brought to the forefront.

Scope of the study

The study focused on motivating teachers and students for effective teaching and learning. Specifically, the study tackled what motivates teachers and students to effectively teach and learn respectively, as well as measures in place to motivate teachers. Also, the study was limited to only three SHS in the Akuapem North district of the Eastern region due to limited resources and time, which to some extent limits the generalization of the research findings.

Organization of the study

The study was structured into five main chapters. The first chapter provides an introduction which covered the background to the study, statement of the problem, objectives of the study, research questions, significance of the study,and limitation of the study. Chapter two reviewed pertinent literature on teacher and student motivation and, its effects on learning as well as theories on motivation.

The third provides an in-depth explanation on the methodology of the study. It describes the study area, study design, study population, sample and procedure, instrumentation,validity of the instruments, field work, ethical consideration, data processingand analysis. Chapter four presents the results and discussion of the study. Chapter Five focused on summary, conclusions, recommendations, limitations and future direction of research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter reviewed pertinent literature on teacher and student motivation and, its effects on learning as well as theories on motivation. Specifically, the following areas are discussed under the chapter: Background to motivation; the concept of motivation; types of motivation; motivation theories; teaching and learning; importance of Motivation and; relevance of motivation to the school management.

Background of motivation

Motivation is seen as an important and mystifying concept that management cannot do without it. Management work with and through people and so they need to understand why people behave in a particular way so as to influence them to perform in line with organizational goals. Motivation is observed in the form of behavior which can make or unmake the mission statement of the said organization where individuals are not seen to be motivated in their way of life it brings about low productivity, personal conflicts, strike actions, absenteeism, tension and high turnover.

On the other hand, where people fill they are well motivated, it is seen in their outstanding achievement, strong personal commitment to task and above all

work effort above and beyond the call of duty as outlined by Cromick and Tiffin (1975).Stakeholders in the educational sector must understand what motivates students and teachers and under what conditions they will give off their best towards the educational goals as indicated by Costley and Todd that human behavior is to be accurately predicted and directed towards achievement of organization goals which causes must be understood.

Definitions of motivation

Motivation which is derived from the Latin word 'movere' means to move. It is therefore seen as those psychological processes that cause the arousal, direction and persistence of voluntary action that are goal directed (Kreitner & Kinicki, 2001). Motivation is the set of attitudes and values that predispose a person to act in a specific goal directed manner. From the above there are factors or components that influence people to behave in certain way.

Arnold, Robertson and Cooper (1991) identified these components as:

1. Direction   - what a person is trying to do.
2. Effort   -   how hard a person is trying?
3. Persistence - how long a person keeps on trying?

Stoner (1999) echoed motivation as that which causes, channels and sustains peoples' behavior whereas Boachie-Mensah (2006) defined motivation as the level of desire of an individual to behave in a certain manner at a certain time,

that is, motivation may be the willingness of an individual to respond to organizational requirements in the short run.

Kleinginna and Kleinginna (1981) further defined motivation as an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energizebehavior and give it direction which is seen as:

1. Internal state or condition that activates behavior and gives it direction.

2. Desire or want that energizes and direct goal-oriented behavior.

3. Influence of needs and desire on the intensity and direction of behavior.

According to Franken (1994), motivation is the arousal, direction and persistence of behavior. Thus, the set of reasons that determines one to engage in a particular behavior.

Mullins (1999) underlined four common characteristics from his definition of motivation. These are:

1. It is an individual phenomenon. Thus, every person is unique and is influenced by many variables. No two individuals can be motivated in the same way. Motivation is a personal thing since individuals have a variety of change and often conflicting needs and expectations.

2. Motivation is seen to be intentional. It is assumed to be under the individual's control and behavior is influenced by effort as seen as a choice of action.

3. Motivation is multifaceted linking what gets people arousal and the direction or choice of behavior.

4. Motivation is to predict behavior. Motivation or performance is not the same as behavior. Motivation concerns the internal and external forces which influence a person's choice of action.

Conclusively, motivation can be described as a goal-directed behavior.
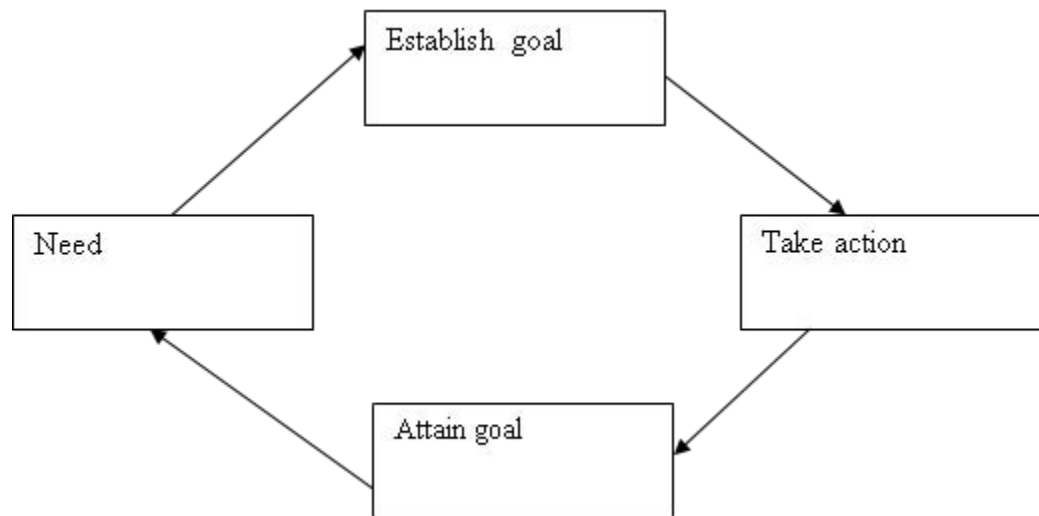
Figure 1: The need related model

Source: Armstrong, 1999

The needs related model suggests that motivation is initiated by a conscious and unconscious recognition of unsatisfied needs.The need makes an

individual desire to achieve something and this materializes when goals are established.An action which is a doing word gets an individual to attain its goals and this is repeated in future when other needs emerges and vice versa.

Types of motivation

Social and educational psychologists such as Fritz Heider, Bandura, Ryan and Deci in the early 1970s researched into motivation and identified its forms as intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without obvious external incentives.This comes as self-generated factors that influence people to behave in a particular way or to move in a particular direction. It also surfaces, when individuals sees themselves responsible and also free to act. It is also realized when individuals desire to develop their skills and abilities and always prepared to face interesting and challenging situations. In addition, it is seen as an opportunity for advancement. Intrinsic motivation has a deeper and long-term effect. Students are intrinsically motivated if they:

1. Attribute their educational results to internal factors that they can control.
2. Believe they can be effective agents in reaching desired goals.
3. Are interested in mastering a topic rather than just rote-learning to achieve good grades.

Extrinsic motivation on the other hand comes from outside the performer. This is what is done for people to motivate them. Notable among them are rewards, promotion, punishment, etc. Extrinsic motivation has an immediate and powerful

effect but does not necessarily last longer. Social psychologist has indicated that extrinsic motivation leads to over justification and a subsequent reduction in intrinsic motivation.

Motivation theories

Theories of motivation can help one to understand why people behave the way they do. People are too complex and as such, no theory has a universal approach to explain human behavior (Donnelly, Pugh & Hickson, 1996). Two important groups of theories to be considered under motivation theories are:

1. Content/Need Theory
2. Process Theory

Content theories are concerned with identifying what factors in an individual or the work environment will energize and sustain behavior. The theory looks at identifying people's needs and their strengths and the goals they pursue in order to satisfy the needs. Major contributors to these theories are Abraham Maslow, Herzberg, McClelland and Alderfer among other motivation theorists.

Maslow's hierarchy of needs

The theory shows that behavior at a particular moment is determined by the strongest need. Maslow hypothesized five levels of needs: He placed them in a framework referred to as the hierarchy of needs because of the different levels of importance and that needs are unsatisfied at a particular time, satisfaction of the

predominant need is most pressing. Those that come first must be satisfied before a higher-level need comes into play.The needs, listed from basic to most complex are as follows:

1. Physiological

2. Safety

3. Belongingness

4. Esteem

5. Self-actualization .

The theory can be summarized as follows: Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not. Since needs are many, they are arranged in order of importance, from the basic to the complex.
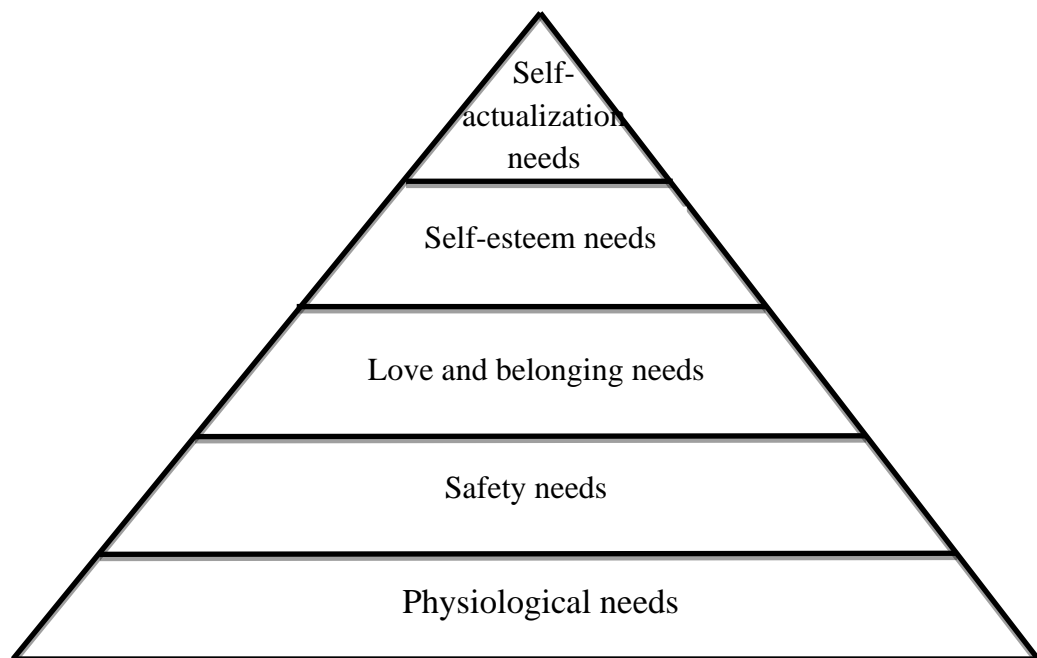
Figure 2: Maslow's hierarchy of needs

Source: (Maslow, 1954; Lindner, 1998; Mullins, 1996)

The person advances to the next level of needs only after the lower level need is at least minimally satisfied. The further the progress up the hierarchy, the more unique, and psychologically healthy the person will be.

Under the physiological needs, the principle puts in place is that each need must be considerably satisfied before the next need assumes the major role in determining behavior. Physiological needs are the most important of all needs. A person who is lacking food, safety, love, and esteem would probably hunger for food more strongly than for anything else. If all the needs are unsatisfied, and the individual is then dominated by the physiological needs, all other needs may become simply non-existent or pushed into the background.

For Safety/Security need, these seek the protection from physical danger of day to day life or job security. It can also be in terms of retirement benefits, fringe benefits, insurance policies etc.Human beings aresocial animals who give and receive love. This is observed under the love/social affiliation needs. Man desire for affection, love, compassion, interaction with others, sense of belongingness must be met before the next level of need.

Esteem/Ego needs seek for the desire for strength, achievement, adequacy, confidence, independence and freedom. It also centers on the desire for

reputation, prestige, recognition, attention, importance or appreciation just to mention but a few.

The highest need level is the self-actualization stage. Maslow sees this as "What a man *can* be, he *must* be". Self-Actualization refers to the desire to become actualized in ones capability. It is the desire to grow and see ones abilities to the fullest. Summarized in Table 1 is Maslow's need hierarchy.

Table 1: **Maslow's need hierarchy**

General factors	Needs	Original factors
i. Achievement advancement	Self-Actualization	Challenging, job advancement opportunities
ii. Recognition self-esteem/respect	Ego status/esteem	Job title, merit pay increase, peer/supervisory, recognition
iii. Companionship affection	Social	Quality of supervision, compatible work group, professional friendship
iv. Safety/competence/stability	Security	Job security, safe working condition
v. Air, food, shelter, sex	Physiological	Base salary, heat and cold canteen working conditions

Source: Ivancevich, Szilagyi and Wallace(1977).

Herzberg's two-factor theory

Frederick Herzberg came out with another content explanation of motivation theory in 1959. His theory was also based on a study of need

satisfaction. The theory is referred to as the two-factor theory of motivation (Herzberg, Mausner & Snyderma, 1959; Lindner, 1998).

Herzberg and his associates asked people to think of times when they felt especially good and when they felt especially bad about their jobs. Each employee was then asked to describe the conditions that led to these feelings (Donnelly, Gibson &Ivancevich,1995). Based on the study, Herzberg deduces two conclusions:

First, some job conditions dissatisfy employees when they are not present, but the presence of these conditions does not build strong motivation. Herzberg called these "maintenance factors" and he identified ten of them:

1. Company policy and administration
2. Technical supervision
3. Interpersonal relations with the supervisor
4. Interpersonal relations with peers
5. Interpersonal relations with subordinates
6. Salary
7. Job security
8. Personal life
9. Working conditions
10. Status

Secondly, some job conditions build high-level motivation and job satisfaction, but if they are not present, they do not prove highly dissatisfying. Herzberg described six of these motivational factors:

1. Achievement
2. Recognition
3. Advancement
4. The work itself
5. Responsibility
6. Growth

The maintenance and motivational factors of Herzberg's two-factor theory play important roles in the development of human resources. Herzberg's believed that motivators must be build into the job. These include responsibility, autonomy, respect and recognition from superiors, a sense of well-being, and the opportunity to have one's ideas adopted.The two theories under content were put together by Mullins in a tabular form as shown in Table 2.

Table 2: Relationship between Maslow's and Herzberg's theories of motivation

Maslow hierarchy of need	Herzberg's 2 factors theory
Physiological	Hygiene Factors
Safety	
Love	

Esteem	Motivators
Self-Actualization	

Source: Mullins(1996).

ERG theory

The proponent of ERG theory, Alderfer (1969) centered his study on needs and overcame the challenges of the Maslow's hierarchy theory. He grouped the human needs into three broad categories:

1. Existence, that is, physiological and safety needs.

2. Relatedness, that is, love or social affiliation need.

3. Growth, that is, Esteem and self-actualization needs.

The existence needs address issues concerning food, shelter and safe working conditions. Interacting with people, receiving public recognition and feeling secure around people are characteristics of the relatedness stage.

Finally when a person's self-esteem through personal achievement comes to play, he is said to have gone through the growth stage.The theory puts it that an employee's behavior is motivated simultaneously by more than one need, thus one tries to satisfy the growth needs even though all his relatedness needs may not be completely satisfied.The ERG theory unlike Maslow's theory includes the frustration regression process where those who are unable to satisfy a higher need at a particular level retreat back to the next lower need level.

Process/cognitive theory

The process theory describes how behavior is initiated, directed, and sustained. It identifies the relationship among the dynamic variables of motivation and address questions like should one work hard? (Choice) or how hard do one work (Persistence)? Examples of such theories are the Equity and Expectancy theories.

Equity theory

Equity theory was made popular by Adams (1965). It suggests that perceived inequity is a motivational force. Workers evaluate equity using a ratio of inputs to outputs. Inputs include qualification, experience, effort, and ability. From this theory, the teacher found himself treated unfairly in comparison with his colleagues in the civil service; public corporations as well as private sectors. Inequities occur when workers feel that outcomes are not comparable to inputs.

Workers compare their pay, work schedules, benefits, or any reward with what is being received by other employees. Unless the reward system is carefully administered, it could result in problems of perceived or actual inequity.

Table 3 shows input and outcomes in equity theory.

Table 3: Inputs and outcomes in equity theory

Inputs	Outcomes
Education	Pay
Intelligence	Satisfy Supervision
Experience	Seniority benefits
Training	Fringe benefit
Skill	Status symbol
Social status	Job prerequisites
Job effort	Working conditions
Personal appearance	
Health	
Possession of tools	

Source: Wagner and Hollenbeck (1992).

Expectancy theory

Expectancy theory was presented by psychologist Victor Vroom in 1966. Vroom asserts that employees are motivated to make choices among behaviors. If employees believe that effort will be rewarded, there will be motivated effort, that is, they will decide to work harder to receive a reward. Variables in expectancy theory are choice, expectancy, and preference. Choice is the freedom to select from a number of behaviors.

Expectancy is the belief that certain behaviors' will or will not be successful. Preferences are the values a person attaches to different outcomes. The logic of expectancy theory is that individuals exert effort for a performance that results in preferred rewards. Expectancy can be influenced by selecting individuals with particular skills and abilities, providing training, and providing support to achieve a particular level of performance.

Goal theory

Locke and Latham (2002) propounded the theory. It is one of the most effective widely practised theories of motivation. It has the following characteristics:

1. Motivation and performance are higher when individuals are given specific goals.
2. Goals have to be difficult but accepted.
3. Feedback on performance

23

4. Participation in goal setting is important, goals need to be agreed.

5. As long as they are accepted demanding goals lead to better performance than easy goals.

Teaching and learning

Teaching is the process of impacting knowledge unto individuals and learning is also a process which results in a change of behavior or understanding. Teaching and learning are the two sides of the same coin. Calhoun and Hopkins (1997) in their issue, *Models of Learning sees learning "as*to think inductively, to explore concepts, to think metaphorically; mnemonically, through co-operative disciplined enquiry, to study values, through counselling and through simulations.

Marshall (1998) who was an educationalist did a research with his class on how teachers inspire students to work harder than they normally would and came out with interesting and useful findings for the educational sector. Marshal responses fall into two specific categories:

1. Core qualities
2. Specific skills

The core qualities are the essential characteristics needed to be a good teacher and the specific techniques are used to improve your classroom environment. The four essential qualities that distinguish exceptional teachers from others include:

1. Knowledge
2. Communication skills

3. Interest

4. Respect for students.

What learners normally look for in their learning process is the knowledge of the content matter of the subject which their teacher controls. In his survey, students consistently and clearly target as the number one quality of a good teacher.

Secondly, the next quality that good teachers possess is the ability to communicate their knowledge and expertise to their students. The teacher's job is to take advanced knowledge and make it accessible to the students and this is achieved through communication. In addition, the teacher must be interested in the material being taught, which will make the class interesting and relevant to the students. Good teachers work hard to make their material relevant. They show students how the material will apply to their lives and their job in future.

Also, what is needed to be added to the above qualities was a deep-seated concern and respect for the students in the classroom. Without these four qualities, good teaching will not exist.

Some students seem naturally keen about learning, but many need or expect their instructors to inspire, challenge, and stimulate them: Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Ericksen, 1978).

There is no single formula for motivating students. Many factors affect a given student's motivation to work and to learn. Theses according to Bligh (1971) and Sass (1989) include:

1. Interest in the subject matter

2. Perception of its' usefulness

3. General desire to achieve

4. Self-confidence and self-esteem

5. Patience and persistence

Lowman (1984), Lucas (1990), Weinert and Kluwe (1987), Bligh (1971) suggested the following in encouraging students to become self-motivated autonomous learners:

1. Give frequent, early, positive feedback that supports students' beliefs that they can do well.

2. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.

3. Help students find personal meaning and value in the material.

4. Create an atmosphere that is open and positive.

5. Help students feel that they are valued members of a learning community.

An aspect worth important to be considered in the teaching and learning process is the strategies to adopt in impacting knowledge. Many authorities have the following to say.

1. McMillan and Forsyth (1991) stress on the fact that instructors should take advantage of students' existing needs.

2. Lucas (1990) echoed that students should be active participant in the learning process.

3. Sass (1989) analysis's with students what makes their learning environment more or less motivating.

4. American Psychological Association (1992); Bligh (1971); Forsyth and McMillan, (1991) -Lowman (1984) believed that instructors should hold high but realistic expectations for your students.

5. Brock (1976); Cashin (1979); Lucas (1990) give the direction of work from student's strength and interest to weakness and dislike. This should be from the known to unknown.

6. McKeachie (1986) points out to instructors to avoid using grades as threats and also to design tests that encourage the kind of learning you want students to achieve.

7. Cashin, (1979) gives an idea of motivating learners as giving students feedback as quickly as possible.

8. Cashin (1979) and Lucas (1990) saw both positive and negative comments as influencing motivation and therefore talks on reward success. Students are more affected by positive feedback and success. For instance, praise builds students' self-confidence, competence, and self-esteem. Instructors should be specific when giving negative feedback and avoid demeaning and humiliating comments.

At the end of it all, good teaching is about having excitement, experiencing satisfaction and intrinsic rewards. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

Importance of motivation

Motivation theorists suggest that motivation is involved in the performance of all learned responses, that is, a learned behavior will not occur unless it is energized.Individual differences in ability establish the limits on human performance and therefore motivation is an important tool to determine the extent to which the individual will put his/her ability to use (French, 1987). Performance is defined as the functions of motivation, ability and environment.

$P = f$ (M, A, and E)

P = Performance

M = Motivation (what will make one do the job)

A = Ability (What will make one be able to do the job)

E = Environment (materials and equipment needed for the job)

This means that when an individual has what it takes to accomplish a task with the right resources coupled with both internal and external source of motivation, performance will be higher in terms of achieving goals.

Relevance of motivation to the school management

From the above discussion, it could be said that motivation is of keen interest to the Educationalist because of its significant role in the teaching and learning process. However, the specific kind of motivation for both teachers and students must be identified from the more general forms of motivation and this is what this research seeks to address. Motivation in education can have several effects on how students for instance learn and their behavior towards subject matter (Ormrod, 2003). It can:

1. Direct behavior toward particular goals.

2. Lead to increased effort and energy.

3. Increase initiation of, and persistence in, activities.

4. Enhance cognitive processing.

5. Determine what consequences are reinforcing.

6. Lead to improved performance.

Students are not always internally motivated; teachers must therefore create situations in the environment whereby students could be motivated.

According to Taylor (1991), teacher's motivation is solely determined by salary, and therefore management need not consider psychological or social aspects of work. In essence management bases human motivation wholly on extrinsic rewards and rejects the idea of intrinsic rewards.

On the other hand, McClelland (1961) believed that teachers could not be motivated by the mere need for money.Mayo (1960) found out that the social contacts a teacher has at the workplace is very important and that boredom and repetitiveness of tasks lead to reduced motivation. Mayo (1960) believed that teachers could be motivated by acknowledging their social needs and making them feel important. As a result, teachers should be given freedom to make decisions on teaching and their unions must be recognized. When this happens the following emanates:

1. Motivated teacher always look for better ways of teaching.
2. Motivated teacher are more quality oriented.
3. Motivated teacher are more productive.

The literature of the chapter was of immense contribution and importance to the researcher in that it helped to refine the research problem as the researcher review the work others have done. This also avoided unnecessary duplication of other peoples' work and help in identifying the most important methodology techniques in the next chapter.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methods used in conducting the research. It contains information on the study area, study design, population of the study, sample and sampling procedures, research instrument, validity of the instrument, data collection procedure and ethical consideration as well as method of data analysis.

Study area

The Akuapem North district is located at the Southern end of the Eastern region and it is about 58 km from the nation's capital city, Accra, and, has a population of about 166,700 with the district capital being Akropong- Akuapem. The district shares boundaries with the Akuapem South, Yilo Krobo, New Juaben, Dangme West and the Suhum Kraboa Coaltar districts (Ghana districts repository, 2009). There are eighteen (18) prominent towns with other accessory villages including Adukrom, Mamfe, Lartey, Amanorkrom, Mampong and Obosomase.

Regarding education, there are two hundred and fifty three (253)schools (Nursery, Primary, Junior High Schools, Senior High Schools, Teacher College of Education, Special School, Tertiary schools) in the district, with a total school enrolment of thirty four thousand and six (34,006) and a population of one

thousand two hundred and seventy (1,270) trained teachers and one hundred and forty one (141) untrained ones. Table 4 shows the distributions of the schools in the district.

Table 4: Schools in the Akuapem North District

Type of school	No
Nursery/Kindergartens	66
Primary	112
Junior High	60
Senior High	10
Teacher college of Education	1
Special Schools	3
University	1
Total	253

Source: Ghana Education Service of the Akuapem North District, 2010

The three (3) special schools include a school for the blind, a secondary/technical school for the deaf and a demonstration primary/junior high school for the deaf with a one tertiary institution, the Akrofi Christeller Memorial Institute.

The following are the Senior High Schools in the district:

1. Okuapenmman Senior High

2. Nifa Senior High

3. Methodist Girl's Senior High

4. Adukrom Senior High Technical

5. Benkum Senior High

6. Presbyterian Senior High

7. Presbyterian Senior High Technical

8. H'Mount Sinai Senior High School

9. Mangoase Senior High

10. Secondary/Technical School for the Deaf

The district also has five (5) health centres, two (2) community clinics, five (5) maternal and child health clinics and a herbal research centre, the Centre for Scientific Research into Plant Medicine at Mampong-Akuapem.

Study design

The objective of this study was to gather data from the students and teachers of the three (3) schools in assessing the general motivation procedure in the schools and the nation at large and to suggest the way forward. It was therefore both a qualitative and quantitative research hence the descriptive research design was used to collect, present and interpret data.

Polit and Hungler (1987) was of the opinion that descriptive research predominantly aims at describing, observing and documenting aspects of a situation as it naturally occurs rather than explaining them. To them, the designing has an advantage of producing a good amount of responses from a wide range of people. A descriptive research involves asking some set of questions to a large number of individuals either by mail, by telephone or in person. At the same time, it provides a more accurate picture of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples of individuals who are asked to complete questionnaire, interviews or tests.

However, it is believed there is the difficulty of ensuring that questions to be answered using the descriptive research design are clear and not misleading because descriptive research designs results can vary significantly depending on the exact wording of questions. It may also produce untrustworthy result because they delve into private matters that people may not be completely faithful about.

Polit and Hungler (1987) further maintained that questionnaire rests fully on respondents who can articulate their thoughts. The questionnaire is therefore limited by disability or illiteracy. Getting a sufficient number of the questionnaire completed and returned so that meaningful analyses can be made is another weakness of descriptive research design.

Gray (1976) also observed that descriptive data are usually collected through questionnaire, verbal interviews and/or observation while Fraenkel and Wallen (1993) were of the view that in-depth follow up question can be asked and items that are not clear can be explained using descriptive design.

The study made it possible to generalize from a sample to a population so that inferences can be made about some characteristic of the population (Babbie, 1990). This is because; the researcher as cited by Gray (1976) used the design for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information and condition.

Study population

The three (3) schools selected for the research based on the willingness of the institutions welcoming the idea of using their setup for such an important exercise were Okuapemman Senior High School, Nifa Senior High School and the Mampong Presbyterian Secondary/ Technical School.

The population was made up of teachers and students from the schools mentioned above. A sample size of three hundred and four (304) respondents participated in the study. The coverage enables the researcher to have in-depth study into the research topic.

Sample and sampling procedure

A purposive sampling method was used in selecting the study area. Stratified and cluster sampling method was used in selecting the respondents from the various schools. Stratified sampling procedure was used to select a sample of 304 respondents comprising of 152 each of male and female students and teachers for the study. Thesampling also ensured that students from each program (Science, Business, Arts, Visual Arts and Home Economics) were represented in the sample. The stratified sampling method according to its definition, involve partitioning the entire population of elements into sub-populations and then selecting elements separately from each sub-population (Dollon, Madden and Firtle, 1990).

Since the various schools have a different teacher population size, each school was considered as a cluster and a percentage of the teacher population of the individual schools were chosen. Further, the teacher population was stratified into males and female and percentages assigned to each stratum on the sex ratios in the school. This procedure was used because schools have different male-female ratio with some schools having more females than others. The researcher's observation from the data of teacher populations from the GES district office indicated that all the schools have more male teachers than female teachers but the ratio of male/female differed from school to school.

The selection procedure incorporates all the advantages of the sampling. It also increased perception of the analyses because of its homogenous nature in

reducing variance within sub-groups while maximizing the variance between groups (Sproul, 1998).

Table 5: Distribution of sample

School	Male	Female	Total
OKUAS	44	69	113
NIFA	44	49	93
M'PRESEC	64	34	98
Total	152	152	304

Source: Field Data (2009)

Instrumentation

The research instruments used to collect data from the respondents were questionnaires and interview guides. Two questionnaires were designed each for the student and teacher population while the interview guide was used for the headmasters/mistresses. Each questionnaire was divided into sections. The first section collected demographic data such as sex, program of study from the students' population while lengths of teaching, sex, professional statues were from the teacher population. The remaining section covered factors that motivate teachers to teach and students to learn as well as effect of teacher and student motivation on learning and teaching.

The questionnaire used both opened and closed -ended style and each item was judged according to whether it reflects a favorable or unfavorable measure towards motivation in the teaching and learning process (Copper & Schindler, 2001). Open-ended questions helped made data analysis and interpretation easy and also obtained in-depth data on motivation. The questionnaires were self-administered thus respondents completed them unaided since they were literates and could respond to the items without any difficulties.

The interview guide on the other hand sought measures in place in motivation teachings across the three schools as well as what motivate teachers. The current situations in the schools regarding teacher and student motivation were also covered in the interview guide. In-depth interviews were conducted with the help of the interview guide where each interview lasted 30 minutes averagely.

Pretest and validity of the instruments

Improving the accuracy of a survey, instrument forms the backbone of survey validity. Therefore, thoroughly examination of survey instruments cannot be overlooked. In view of this, the questionnaire and interview guide were pre-tested with the study population for proper construction and constituency as recommended by Cunningham (1986) before using it for the main data collection.

The questionnaire was pretested at the H'Mount Sinai Senior High School, Akropong with ten (10) students, three (3) teachers and a headmaster. During pre-testing, respondents were asked if the questions were easy to understand,

ambiguous and relate to the study area as well as other relevant questions which had been left out. Few changes were made to the instruments after analyzing the pre-test data.

Field work

The field work for data collection process took about a month. Three hundred and four (304) questionnaires out of the three hundred and ten (310) administered were returned representing a 98 percent response rate. This was made possible after a constant follow-up to respondents. The researcher took custody of all completed questionnaire and numbered them serially to distinguish between the participants and to avoid losing them.

Ethical consideration

According to Heermance (1924), practices are ethical if, in the long run, they make for the well-being of the human species and for normal human relations. If there is friction and social loss, it is a sign of unethical conditions. To up-hold the principles of ethical consideration which greatly affect research participation, an introductory letter was taken from the Institute of Development Studies, University of Cape Coast, introducing the researcher as a student of the University and that he was on academic research assignment. This made it easy in getting the three schools' participation. Consent of respondents was sought through the questionnaire requesting for their participation irrespective of their busy schedules and also explaining the objectives of the study. Respondents were

also assured that information provided would be treated strictly confidential and only use for academic purpose. Respondents were also granted the opportunity to decline to respond to the study anytime they wish which did not however affect the response rate.

Data processing and analysis

Data processing was ongoing as and when the questionnaires were administered. The questionnaires were sorted, collated and recorded. To ensure the quality of the data, cross validation was done by comparing responses with each other to ensure accuracy and completeness. Where there was the need for documentary evidence of responses given, the researcher did so.

Data entering and analyzing were done with the help of the Statistical Product for Service Solutions (SPSS) version 16. To adequately analyze the research questions, descriptive statistics such as frequencies, percentages and cross-tabulation were used. Test of association, relationships and independence among variables of motivation were further done at a 95 percent confidence level with significant level of 5 percent ($\alpha=0.05\%$) through chi-square (χ^2) statistical test of independence.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter presents the findings of the data gathered from the study where each research question had been addressed. The descriptive statistics of the sample is also included in this chapter. Results on the demographic characteristics of respondents, whatmotivate teachers to effectively teach as well as students to effectively learn, effect of teacher and student motivation on effective teaching and learning and, measures in place to motivate teachers in the schools are vividly discussed.

Demographic characteristics of respondents

In all, 304 persons responded to the study made up of six headmasters/headmistress, 81 teachers and 217 students. Demographic characteristics of the students analyzed include sex and programme of study while for teachers; sex, professional status and length of service in the school were analyzed.

Sex

Of the 217 students that participated in the study, 88(44.5%) were males while 129(59.45%) were females. Thus, more than half of the students who responded to the study were females implying the gap between the enrollment of

girls and boys in SHS is bridging as observed by MOE (2009) that the secondary net enrolment rate is 39.4 percent and 35.9 percent for males and females respectively. However, of the 81 teachers, 60(74.07%) were males while 21(25.93) were females. The population of male teachers who responded to the study significantly outnumbered that of females. This could be as a result of the low female enrollment at the tertiary level which is a pre-requisite for teaching at the SHS.

Programme of study by students

The program of study by students was also investigated. Table 6 shows the result.

Table 6: Programme of study by students

Programme	Frequency	Percent
Science	54	24.88
Business	40	18.43
Arts	80	36.87
Visual Arts	23	10.60
Home economics	20	9.22
Total	217	100.00

Source: Field Data (2010)

Table 6 shows that more than half (56.7%) of the respondents studied non-science programs with Arts recording the highest program studied meaning the study of science is still low. Development in almost all areas of life is based on effective knowledge of science and mathematics. A further chi-square test performed showed that the program studied by respondents was dependent on their sex where males were found studying science and mathematics oriented courses than women. It could therefore be said that probably, females had not adequately been motivated to take science and mathematics related courses.

Professional qualification of teachers in the three schools

The professional qualification of teachers was further analyzed in assessing their demographic characteristics. Interestingly, all the teachers who responded to the study held at least a first degree. Over fifty percent (81.5%) were first degree professional teachers whereas 2.4 percent held post-graduate degree. Also, 16.1 percent were non-professional teachers but with first degree.

It was therefore deduced that most of the respondents were qualified professional teachers who were likely to have knowledge and requisite skills such as effective teaching methodology relevant for effective teaching and learning in the schools. Most respondents having a first degree further confirmed the earlier deduction that there are more male teachers at the SHS level than females.

Length of service in school for teachers

The period for which an employee worked with an institution could be a good indicator for assessing job satisfaction level. In view of this, the study investigated the length of period for which respondents had been teaching in the schools. More than half (61.7%) had worked with their schools for five years and below while about 7.4 percent had worked over fifteen years. Table 7 further shows the outcome on the length of working by teachers.

Table 7: Period of teaching in the school

Length of service (years)	Frequency	Percent
5 and below	50	61.73
6-10	15	18.52
11-15	10	12.35
16-20	4	4.94
21 and above	2	2.47
Total	81	100.00

Source: Field Data (2010).

It is deduced from Table 7 that teachers who responded to the questionnaire had less period of service with their schools. This meant that the teachers do not either try to adapt to networks such as motivation and communication in their schools as observed by Burke (1987) or that conditions of

44

service were not just appealing and motivating enough to produce a satisfied teaching force resulting in a possible high attrition rate. Also deduced from the finding is that though majority of the respondents were professional teachers, they were not necessarily experienced in the teaching profession since longer period of service in a particular profession is often a good indicator of experience in the profession.

Motivating teachers for effective and efficient teaching

Many factors had been examined in an attempt to findwhich ones promote teacher motivation. Pay incentives havebeen found to be unsuccessful in increasing motivation as observed by Sylvia and Hutchinson (1985). This section examined research question1, what motivate teachers to do effective and efficient teaching? In seeking answers to the research question, the study examined if respondents were satisfied with their salary. Surprisingly, almost all (98.8%) indicated that they were not satisfied while further analysis showed that respondents would continue teaching should there be sufficient salary for them. This implied salary forms a critical component of respondents' motivation.

Besides the bad pay incentive, it was also noticed that teachers were likely to be motivated if the pertinent salaries they are entitled to come early. In other words, the problem of salary arrears was found to worsen teachers' motivation.

Figure 3 depicts the salaries of respondents.
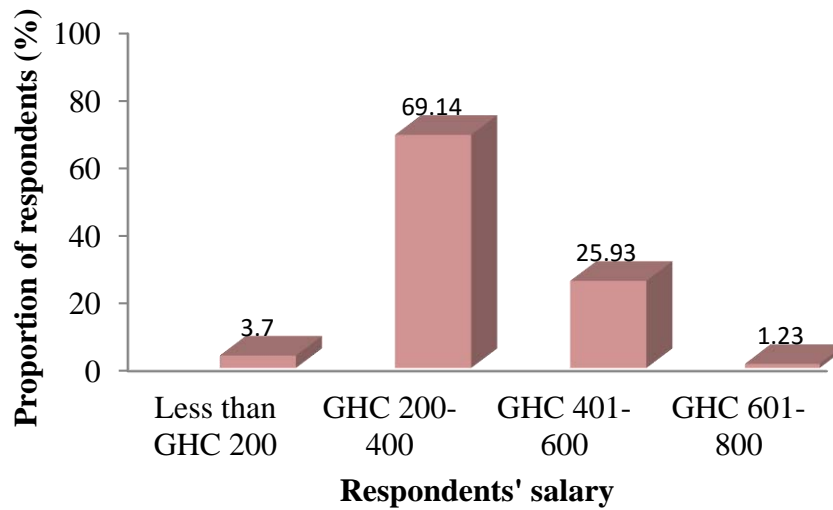
Figure 3: Salaries of respondents

Source: Field Data (2010)

The six headmasters/mistresses who responded to the interview further indicated that their staffs are most motivated by financial rewards followed by praises and acknowledgments. This result therefore did not support Sylvia and Hutchinson (1985) observation that pay incentives havebeen found to be unsuccessful in increasing motivation, but instead supported Frederick Winslow Taylor that teacher's motivation is solely determined by salary.

A non-significant chi-square value (χ^2=2.893, p=0.089) was obtained for the difference between respondents gender and satisfaction with salary. Table 8 shows the results.

Table 8: Difference between respondents' gender and satisfaction with salary

	Are you satisfied with your salary?		
	Yes	No	Total
Gender			
Male	0	60	60
Female	1	20	21
Total	1	80	81

Source: Field Data (2010)

The chi-square analysis showed that there was no significant difference across respondents' gender and satisfaction with salary. Thus, respondents' satisfaction with salary was not dependent on their gender and that both male and female teachers are likely to describe their salary as unsatisfactory. Gim (1996) indicated satisfaction generally does not differ between males and females. Both male and female teachers describing their salary as unsatisfactory, was not surprising since they both work under the same conditions of service.

Reasons were sought to why respondents think their salary was not a true reflection of the job they perform. Responses gathered showed respondents perform other extra duties such as the supervision of exams and other extracurricular activities like form tutors and departmental headsnot considered as part of their work.

As part of examining the factors which could motivate teachers for an effective and efficient teaching, respondents were given three conditions regarding supervision under which they would be most motivated to teach. These included:

1. Close supervision and control.
2. General guidance from supervisor with the option to use one's own discretion.
3. No guidance and supervision.

Most respondents (66.7%) indicated "General guidance from supervisor with the option to use their own discretion", followed by "Close supervision and control "(22.2%) while no "Guidance and supervision" was the least condition. No guidance and supervision was actually expected to have a minimal impact in motivating teachers since every profession has its guidance for supervision but what matters most is the nature and conditions in which these guidance are exercised. Therefore, giving teachers job descriptions that give them some level of autonomy and allow them to take initiatives is likely to motivate them for an effective and efficient teaching.

Also noted was supervisors attitude towards work to a larger extent de-motivate teachers to give off their best as about 50 percent of them described. In other words, supervisors were not able to apply very effective supervisory mechanisms. The lack of classroom resources was also found to de-motivate teachers as one of the head teachers indicated in the interview:

Some of the teachers resume work with a great sense of commitment to impact knowledge into the students, however, due to the lack of classroom resources such as laboratory faculties to effectively teach, their commitment neutrally dies out.

The finding relates to Peterson (1995) that current school environments are a reward-scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally and improve student learning.

Motivating students for effective and efficient learning

Good motivation produces good learning hence students need to feel the joy and purpose of learning.In this sub-section, the study examined what motivate students for effective learning.To do this, respondents were given 7 variables to rank in order of the most important to the least important where 1=Most important and 7= Least important. Table 9 shows the ranking

The table shows that a significant proportion (42.4%) of the students ranked teacher quality as the most important factor that motivates them to learn, while future ambition was ranked second motivating factor for the students' effective learning followed thirdly by obtaining of good grades. Parental involvement was ranked the least motivating factor for students' effective learning.

Table 9: Factors that most motivate students to learn

Factor	Frequency	Percent	Rank
Teacher quality	92	42.4	1
Praises	15	6.9	4
Rewards	7	3.2	6
Classroom resources	10	4.6	5
Parental involvement	3	1.4	7
Obtaining good grade	40	18.4	3
Future ambitions	50	23.0	2
Total	217	100	

Source: Field Data (2010)

Most students ranking teacher quality as the most important factor that motivates them for effective learning implied that teacher method and style of teaching, presentation skills, teacher behavior, verbal and body language, facial expressions, attitudes, in terms of influencing the learning environment greatly motivate students to learn.

Thus, the single most important factor in student motivation to learn is probably teacher quality and that teacher quality is likely to account for more of the variance in student achievement than any other factor. Also deduced from the results in Table 9 was that parents had not extensively played a key role in motivating their wards to effectively learn probably due to the perception that the education of the child strongly lies on the teacher.

To further assess the extent to which teacher quality motivates students to effectively learn, the study found out if there was any difference across the views of students from the three schools that participated in the school. A chi-square value of 1.341 was obtained ($\chi^2=1.341$, p=0.512). Thus, there was no difference and that teacher quality significantly motivates students to effectively learn.

Harvey (2009) observed that students learn better from teachers who do not use harsh words.The study assessed teacher qualities by asking students if teachers do use demeaning words and comments during teaching. Table 10 shows the results.

Table 10: Use of demeaning words and comments during teaching

Views	Frequency	Percent
Strongly Agree	50	23.0
Agree	100	46.1
Strongly Disagree	20	9.2
Disagree	47	21.7
Total	217	100.0

Source: Field Data (2010)

Using demeaning words seemed to be an integral part of teaching by many teachers as 46.1 percent of students agreed that teachers use such words and comments though they make students active participants in the learning processes and sometimes creates intense competition among students. Further analysis indicated that the use of demeaning words and comments by teachers dominated across the three schools.

The use of demeaning words was however amazing as most of the teachers were professional teachers who were expected to be abreast of teacher qualities that could de-motivate students to effectively learn. This could further be attributed to the fact that though most were professionals, they lacked the needed experience due to the short length of service in the teaching profession.

As part of studying the future ambitions of the students, they were asked to respond to what they wish to become in the future. Responses revealed very interesting future ambitions ranging from doctors, lawyers, accountants etc. Interestingly, the teaching profession was one of the least mentioned(2.4%) professional ambitions of the students, indicating the profession had not been designed and presented to attract people . The study also investigated the future ambitions of students and the programme being studied. About 45.6 percent of the programmes did not correlate or relate in anyway with the career students aspired for in the near future hence deminishing their interest supporting Bligh (1971) and Sass (1989) that interest in a subject matter affects student's motivation to work and to learn.

This possibly meant that, teachers were not able to identify the potentials of their students and relate them to their future career. Also, is the possibiltiy of parents forcing their wards to study certain programmes without considering the potentials and interest of the students, recalling students ranked parents involvement as the least motivating factor.

Male students were found more likely to persue certain courses than females. A signficant relationship(χ^2=13.452, p=0.0002) was found where it was indicated that males like mathematics related coures than females. Also observed was the organization of the academic curricula slightly affecting students motivation because some subjects were not examinable by the examination council.The implication therefore was that students show interest in certain subjects in particular and had not realized how the other subjects are related to their area of interest.

Effects of motivation on teaching and learning

For teachers to adequately teach, they need the necessary motivation while students also need to be motivated to study. However, when motivation to learn and teach by students and teachers respectively is lacking, many negative things happen. In view of this, this section examined what are the effects of motivation on teaching and learning in the three schools.

In examining the question, views of respondents were sought on the extent to which their colleagues report early to schools on a three point scale; 1=Great

extent, 2= Some extent, 3= Little extent. Slightly over fifty percent (50.6%) were

of the view that to "Some extent", their colleagues report earlier to school. Results

of a further analysis performed to determine if teachers reporting early to school

was dependent on their length of stay in the school is showed in Table 11. Thus,

are teachers new in the school more likely to report early than those of longer

period?

Table 11: Relationship between teachers reporting early to school and length of teaching

| | Views on teachers reporting early to school | | | |
	Great extent	Some extent	Little extent	Total
Length of service				
5 and below	30	20	0	50
6-10	0	11	4	15
Above 10	0	10	6	16
Total	30	41	10	81

Source: Field Data (2010)

In Table 11, it seemed there is a relationship between the two variables. Of

the 30 respondents of the view that teachers report early to school to a 'Great

extent', 100 percent had a working period of five years and below while of the 10

on "Little extent", none was among those who had five and below years. Since it

is premature to conclude based on this result that there is a relationship between respondents views on teachers reporting early to school and their period of working in the school, a further test was performed using the chi-square test of independence to determine if really, the observation observed in Table 10 does exist.

The result presents a chi-square value of 38.554 ($\chi^2=38.554$, p=0.000) depicting a significant relationship between the two variables and that teachers with less period of working with the school were more likely to report to school than those of longer period.

The study further revealed that majority of the teachers who had indicated that they were not satisfied with their job due to inadequate motivation did not report early to school. Therefore, it can be deduced that effective supervision across the schools may be lacking since with effective supervision, teachers are likely to report early to school despite the lack of motivation. Also, deduced was the rate at which new teachers report to school reduces as their years of stay in the school increases.

Headmasters/Headmaster responded to the rate at which teachers leave the profession. Responses gathered showed that, the attrition rate is high due to poor teacher motivation which adversely affects students' motivation to learn resulting in poor academic performance in certain courses. One of the headmasters indicated:

We lack equipment and facilities like modern apparatus in the laboratories which de-motivates the teachers to deliver their best.

This result was further confirmed when students were asked of their intention to leave their school. Though not a significant proportion (15.3%) had the intention of leaving, reasons attributed to leaving was mainly due to the lack of some facilities to enhance their studies. This observation supports Moleni and Ndalama (2004) that attrition was largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of attrition.

Responses gathered also showed that absenteeism was not on the higher side by teachers implying that though teachers sometimes report late to school, they tried not to absent themselves from school. However, further analysis performed showed a significant relationship between teachers who sometimes absent themselves from school and also engage in other secondary employment.

Thus, the teachers were frequently engaged in secondary employment activities to supplement their incomes. This result was not surprising as taking up other job responsibilities also demands some time commitment which obviously could influence ones absenteeism.

Measures taken to ensure effective motivation in the schools

With increasing emphasis on teacher accountability, it is important that teachers are not just produced into the teaching profession but also given the

necessary motivation to effectively produce a higher output. Management therefore needs to design motivational packages for their subordinates. In this section, measures taken to ensure effective motivation of teachers in the schools were sought. Responses gathered showed management in each school had some form of measures for motivating its' staff. Table 12 shows measures in place by management across the three schools.

Table 12: Motivational measures across the three schools

School	Measure
OKUAS:	Christmas bonus for teachers such as rice, oil
	i. Accommodation for about 70% of staff on campus
	ii. Free water bill for teachers accommodated on campus
	iii. Accommodation maintenance allowance
	iv. Placing teachers on committees
NISEC:	
	i. Christmas bonuses
	ii. Transportation
M'PRESEC:	i. Accommodation for teachers

Source: Field Data (2010)

The Headmaster for NISEC stated:

Accommodation for teachers was very challenging hence most of the teachers reside outside and for monitoring purposes, the school bus transport them to and from campus though not always.

A critical component in motivation is designing packages which meet specific needs. Teachers who responded to the study were asked the extent to which they feel motivated by motivational measures put in place in their schools on a four point scale; 1=Very large extent, 2= Large extent, 3=Low extent, 4=Very low extent and 5= Not at all. Table 13 shows the results

Table 13: Extent of motivation

Extent	Frequency	Frequency
Very large	6	7.4
Large	35	43.2
Low	15	18.5
Very low	25	30.9
Not at all	0	0.0
Total	81	100.0

Source: Field Data (2010)

It is deduced from Table 13 that the motivational packages in place in each school do motivate teachers, but not to a very large extent. This further confirmed the earlier finding that financial rewards seemed to motivate teachers more compared to non-financial as the packages in each school are non-monetary.

Though these motivational packages did not have a greater impact in motivating teachers, the study assessed how equitable they were across gender through a cross-tabulation and a further chi-square test of independence. Table 14 depicts the results.

Table 14: Equitability of the motivational packages

	Are the motivational packages equitable?		
	Yes	No	Total
Gender			
Male	50	10	60
Female	15	6	21
Total	65	16	81

Source: Field Data (2010)

About 80.2 percent of the respondents described the motivational systems within the schools as equitable, an indication of management application of Adams equitable theory. Further analysis between the description of the reward

systems and gender of respondents presents a non-significant chi-square (χ^2=1.391 p=0.238),implying both male and female teachers perceived the system as equitable.

However, when respondents were asked to compare their pay incentives system to other professions, 87.3 percent described it as not equitable and hoped the single spine policy by the Fair Wages and Salary Commission will eliminate such disparities. The possible implication therefore is that respondents were not concerned with whatever package they get, but how what they received is compared with what others in similar position receive.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Under this chapter, a summary of the findings from the study is presented. The chapter also contains the conclusions, recommendations and areas for future research.

Summary

Educators need supportive school environments where they are valued, trusted and can collaborate to improve instruction. The quality of teaching conditions can encourage or constrain good teaching and impacts student and teacher achievement. Motivation in teaching and learning has an adverse effect in raising the moral of teachers and students. However, literature and observation showed that most students and teachers are not given the necessary motivation to learn and teach in the country which adversely affects academic performance. The study examined the motivation of teachers and students for effective teaching and learning in Akuapem-North District.

The qualitative and quantitative research designs through questionnaire and interview guide were used. In all, 304 persons responded to the study made up of 6head teachers, 81 teachers and 217 students selected from three SHS schools in the district. The Statistical Product and Service Solutions (SPSS) was

used to analyze the data. More than half (59.5 %) of the students who responded to the study were females while 74.1 percent of the teacher population were males. Over fifty percent (81.5%) were first degree professional teachers and majority had five and below years of teaching in the schools.

The main findings of the study are summarized as follows:

1. Financial rewards play a significant part in the motivation of teachers across the three schools while teachers were highly not satisfied with their salary

2. Giving teachers job descriptions that give them some level of autonomy and allow them to take initiatives was likely to motivate them for an effective and efficient teaching.

3. Teacher qualities such as skills of presentation and methodology of teaching significantly motivate students to effectively learn.

4. Future career and interest of students also motivate them for effective learning though programstudied did not correlate with their future ambitions.

5. Teachers were   likely to take up new jobs and also engage in other secondary employment activities as a result of the de-motivating conditions and environment under which they work.

6. Motivation measures such as provision of some level of accommodation for teachers in some of the schools exist though these were found not to motivate them to some extent.

Conclusions

Good motivation produces good learning. Students need to feel the joy and purpose of learning while teachers need to be great motivators to students. The relationship between a student and a teacher can create a barrier to learning, but it can also encourage the students to reach their full potential.

Concluded from the study was that effective teacher and student motivation greatly impact on effective and efficient teaching and learning. Motivation exists among students, both intrinsic and extrinsicwhile teacher qualities such as style of teaching and presentation skills greatly motivate students for effective learning. Also, teachers were less motivated especially regarding pay incentives and motivational packages such as accommodation and transportation by management of the schools seemed not to motivate teachers to a very large extent as pay and salary incentives were central to their motivation.

Teachers are more likely to resort to attitudes such as reporting late to school, not putting in their best, looking for opportunities to take up new jobs and engaging in other secondary employment activities due to lack of motivationwhile students are ready to effectively learn when teachers motivate them and that making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

Recommendations

The following recommendations are made based on the findings from the study:

1. Establishment of a salary review committee by Ghana Education Service to discuss vividly the salary structure for teachers,

2. Remunerations and pension schemes such as well-furnished homes, better education for teachers' children, and ability to save enough money to cater for their needs and wants during retirement periods should be institutionalized.

3. Increased provision of instructional materials, better support and supervisory services.

4. The introduction of a new professional career path for teachers withtransparent promotion criteria based on performance.

5. Supervisors at all levels should be encouraged to develop management expertise that includes how to make informed decisions, how to handle and live with responsibility and how to relate to teachers effectively.

6. Career counselling for students during selection of programmes into the Senior High School should be encouraged and that parents should give chance for their wards to identify courses of their interest.

7. Capacity building programmes on effective teacher qualities such as methodology of teaching should be organized by GES.

8. Teachers are encouraged to give frequent, early, positive feedback that supports students' beliefs that they can do well.

9. GES should build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

Limitations of the study

The findings pertain to the Akuapem North District SHS's which suggests that differences may occur as a result of change in an environment and perception. However most of the findings could be applied in the field of teaching and learning in the senior high schools when it comes to motivating teachers and students for a better result.

In spite of the researcher's effort to conduct a thorough study, certain issues cropped up.A problem encountered by the researcher was that, not all questionnaires given were retrieved. This was due to the fact that some copies of the questionnaire supplied were misplaced or not answered at all and respondents decided not to return them. Also, not all the open-ended questions were answered by respondents. This might be due to the fact that respondents saw it to be time consuming or did not want to express their views on certain issues.

Areas for future research

1. Effectiveness of supervision and challenges encounter at SHS by the research unit of the Ghana Education Service and other interested agencies.

2. The policies of education that is instability of three or four year's duration and how it de-motivates teachers and students.

3. A teaching and learning conditions survey and communications plan that best reflect the needs of the country.

REFERENCES

Adams, J.S. (1965). Inequity in Social Exchange.*Journal of Advances in Experimental Social Psychology,* 2, 267-299.

Akuffo, R. (2009) *Akuapem North Holds Emergency Meeting* Ghana Government Portal: CNJ Consult

American Psychological Association (1992) *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform.* Washington, D.C.: American Psychological Association

Antwi, M. K. (1992). *Education, Society and development in Ghana.* Accra-North: Unimax Publishers Ltd.

Armstrong, M. (1999).*Personnel Management* (6[th]ed.). London: Koyan Page Ltd.

Arnold, J, Cooper, C.L.& Robertson, I.T. (1998).*Work Psychology*(3rd ed.).London: Financial Times Management.

Babbie, E. R. (1990). *Survey Research Methods*, 2nd ed. Belmont, CA: WadsworthPublishing Company.

Bligh, D. A.(1971) .*What's the Use of Lecturing?* Devon, England: Teaching Services Centre, University of Exeter

Boachie-Mensah, F.O (2006).*Essentials of Management*, Accra: Woeli Publishing Services,

Brewer, D. J. (2000) Does teacher certificate matter? High school teacher

certification status and learner achievement. *Educational Evaluation and*

Policy Analysis, 22, 129-146

Brock, S. C. (1976).*Practitioners' Views on Teaching the Large Introductory College Course.*Manhattan: Center for Faculty Evaluation and Development, Kansas State University

Burke, P. J. (1987). *The teacher career cycle: Model development research report.* Paper presented at the American Educational Research Association, Washington, D.C.

Cashin, W. E. (1979). Motivating Students.*Idea Paper,* No. 1. Manhattan: Center for Faculty Evaluation and Development in Higher Education, Kansas State University,

Cole, G.A. (1997).*Personnel Management*, 4[th]edition. London: Ashford Colour Press.

Cooper, D.R. & Schindler, P.S. (2001) *Business research methods*, New York, USA: McGraw -Hill/ Irwin,

Costly, D. A. and Todd, R. (1987).*Human relations in organization,* St Louis: West Publishing Company.

Dessler, G. (2001). *Management: Leading people and organization in the 21st Century*. Harlow:Prentice Hall.

Donnelly, J. H., Gibson, J.L., &Ivancevich, J.M. (1995).*Fundamentals of management* (9th ed.). Chicago:Irwin.

Donnelly, R., Pugh, D.,& Hickson,J.(1996).*Writers on Organizations, An invaluable introduction to the ideas of leading authors on management, Penguin Business*(5th ed.). England:Pitman Publishing.

Ericksen, S. C. (1978). The Lecture."*Memo to the Faculty,* no. 60. Ann Arbor: Center for Research on Teaching and Learning, University of Michigan,

Forsyth, D. R., & McMillan, J. H.(1991). Practical Proposals for Motivating Students. In R. J. Menges and M. D. Svinicki (eds.), *College Teaching: From Theory to Practice.* New Directions in Teaching and Learning, no. 45. San Francisco: Jossey-Bass, 1991.

Franken, R. (1994). *Human motivation*. Pacific Grove, CA: Brooks/Cole.

Fraenkel, J. R. & Wallen, N. E. (1993).*How to design Research in Education* (3rded.). New York: McGraw-Hill, Inc.

Ghana Districts Repository (2009) *Districts in Ghana*. Accra: Maks Publications & Media Services

Ghana National Association of Teachers (2009).*Teacher Attrition in Ghana: Results of a Questionnaire Survey.* Accra: Maks Publications & Media Services

Gim, L. W. (1996).*Relationship between Motivational Factors and Satisfaction among Teachers.* Unpublished Master's thesis, University Utara Malaysia.

Gray, R.(2004) How People work and how you can help them to give their best. Taipie: Prentice Hall, financial times

Harvey, C.(2009).*Positive Techniques for Motivational Teaching: A Positive Teaching Plan Motivates Students to Learn*. Harlow: Prentice Hall

Heermance, E.L. (1924).*Codes of Ethics: A Handbook.*Burlington, VT: Free Press Printing.

Herzberg, F, Mausner, B.,&Snyderman B. (1959).*Motivation to work*.New York: Wiley.

Herzberg, F. (1968). One More Time How Do You Motivate Employees. *Harvard Business Review*, *46*(1), 23-36.

Hoy,W.K.,& Miskel, C. G. (1987). *Educational Administration: Theory, Research and Practice*.New York: Random House.

Ifinedo, P. (2003). *Employee motivation and job satisfaction in Finish organizations: A study of employees in the Oulu Region, Finland.*

Unpublished Master's Thesis, Department of Business Administration, University of London.

Ivancevich, I. M., Szilagyi, A. D., & Wallace, M. J. (1977). *Organizational Behavior and Performance*, Santa Monica, Calif.: Good year Publishing.

Kelly, J. (1974). *Organizational behavior*. Homewood, Richard: Irwin.

Kleinginna, P., Jr., & Kleinginna, A. (1981).A categorized list of emotion definitions, with suggestions for a consensual definition. *Motivation and Emotion, 5*, 345-379.

Kreitner, R., & Kinicki, A. (2001).*Organizational Behavior* (5th ed.). Burr Ridge, ILL: Irwin/McGraw-Hill.

Lindner, J. R. (1998). Understanding Employee motivation. *Journal of Extension, 36*(3), 1-8.

Locke, E.A. & Lathan, G.P. (2002).Theory of goal setting and task performance. Englewood Cliffs, N.J.: Prentice-Hall. pp: 248-250.

Lowman, J.(1990).*Promoting Motivation and Learnin*g.College Teaching*, 38(4), 136-39.

Lowman, J. (1984).*Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass.

Lucas, A. F. (1990). Using Psychological Models to Understand Student Motivation. In M. D. Svinicki (ed.), *The Changing Face of College Teaching.* New Directions for Teaching and Learning, no. 42. San Francisco: Jossey-Bass.

Marshall, C. M. (1998).Toward an ecology of hypertext annotation.Hypertext. *Proceedings of the ninth ACM conference on Hypertext and hypermedia*.40-49.

Maslow, A. H. (1954).*Motivation and personality.* New York: Harper.

Mausner, B. & Snyderman, B. (1959).*The Motivation to work*, Wiley, New Yorke.

McMillan, J.H.,& Schumacher, S. (2001). *Research in education*: *A conceptual introduction* (5[th]ed.). New York, NY: WesleyLongman, Inc.

Mullins L.J (1999). *Management and organizational Behaviour*. (5[th]ed.). Hanlow: Financial Times Prentice Hall.

Ormrod, J.E. (2003). *Educational Psychology: Developing Learners* (4th ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Peterson, K. D. (1995). *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*. Thousand Oaks, CA: Corwin Press Inc.

Polit, D., & Hungler, B.(1991) *Nursing research: Principles and methods*. New
York: JB Lippincott.

Porter, W.L.,& Steers, M.R: (1975). *Motivation and worse behavior*.New York:
McGraw Hill Book Company.

Sass, E. J. (1989).Motivation in the College Classroom: *What Students Tell Us."*
Teaching of Psychology, 16(2), 86-88.

Stoner, J.A.F. (1999).*Management*. London: Prentice Hall.

Sylvia, R. D., & Hutchinson, T. (1985). What makes Ms. Johnson teach?

A study of teacher motivation. *Human Relations, 38*, 841-856.

Vroom, H.H & Deci, E.L. (1981).*Management and Motivation selected
Readings.*Canada: PengyinBooks.

Wagner, J. A.,& Hollenbeck, J.R.(1992).*Management of organizational
behavior.*Englewood Cliffs, NJ: Prentice Hall Inc.

Weinert, F. E., & Kluwe, R. H.(1987).*Metacognition, motivation and
understanding.*Hillsdale, N.J.: Erlbaum.

Wren, D.A. (1994).*The Evolution of Management Thought* (4th ed.). New York:
John Wiley.

APPENDICES

APPENDIX A

MOTIVATING TEACHERS AND STUDENTS FOR EFFECTIVE TEACHING AND LEARNING

INTERVIEW GUIDE FOR HEADMASTERS/MISTRESSES

Introduction

The researcher is with the Institute of Development Studies, University of Cape Coast pursuing M.A. Human Resource Management researching into "Motivation on Teaching and Learning in the Akuapem North Senior High Schools" as part of his academic work. Your co-operation and support is highly needed if this research project is to be successful. You are kindly requested to make some time out of your busy schedules to participate in the study and as accurately and honestly respond to the issue to your best of ability.

You are greatly assured that your anonymity and confidentiality are guaranteed. Information provided will be treated with the strictest confidence and the result of this research work will not be used in any way detrimental to your interest.

Thank you very much for agreeing to be a part of this research work.

Questions:

1. How will you describe the level of motivation by teachers in your school to effectively teach?

2. Through what means are teachers in the school motivated?

3. What measure are in place to enhancing teaching motivation in the school

4. How will you describe the level of motivation by students in your school to effectively learn

5. What in your view could be done to help improve teacher and student motivation for effective teaching and learning?

THANK YOU

MOTIVATING TEACHERS AND STUDENTS FOR EFFECTIVE

TEACHING AND LEARNING

QUESTIONNAIRE FOR TEACHERS

Introduction

The researcher is with the Institute of Development Studies, University of Cape Coast pursuing M.A. Human Resource Management researching into "Motivation on Teaching and Learning in the Akuapem North Senior High Schools" as part of his academic work. Your co-operation and support is highly needed if this research project is to be successful. You are kindly requested to make some time out of your busy schedules to participate in the study and as accurately and honestly respond to the issue to your best of ability.

You are greatly assured that your anonymity and confidentiality are guaranteed. Information provided will be treated with the strictest confidence and the result of this research work will not be used in any way detrimental to your interest.

Thank you very much in advance for agreeing to be a part of this research work.

Instruction: Kindly answer all questions. Indicate a tick (√) in the corresponding box to your answer where provided.

Section A: Demography Information

1. Sex: 1) Male   [   ]

                         2) Female [   ]

2. Professional Status:

     1)   Non-graduate professional   [   ]

     2)   Graduate non professional   [   ]

     3)   Graduate professional   [   ]

     4)   Post-graduate professional   [   ]

3. Length of service in the school:

     1)   5 and below   [   ]

     2)   6 - 10 years   [   ]

     3)   11 - 15 years   [   ]

     4)   16 - 20 years   [   ]

     5)   21 years and above   [   ]

4. a) Are there any extra duties you perform outside your normal schedule of

   duty?

1) Yes   [   ]

2) No   [   ]

b) If yes, please tick as appropriate.

1) House staff   [   ]

2) Form tutor   [   ]

3) Committee member   [   ]

4) Head of department   [   ]

5) Senior housemaster/mistress   [   ]

6) Other duties   [   ]

Section B: Teachers and the Teaching Profession

Please circle the number on the scale that describes your responses.

4)   Strongly Agree

3)   Agree

2)   Disagree

1)   Strongly Disagree

5. Most teachers have other job/work outside their normal employment.

4   3   2   1

6. Most teachers consider their profession as a stepping stone.

4   3   2   1

7. Most teachers work at other places before taking up their present job.

4   3   2   1

8. Most teachers have the intention of leaving their profession.

4   3   2   1

9. Teachers are satisfied with their job.

4   3   2   1

10. People outside the profession respect teachers for the job they do.

4   3   2   1

11. Teachers recommend their work to friends and relatives.

4   3   2   1

12. The salary of teachers is somehow equitable to other professions

Section C: Teacher Motivation Factors

13. Monthly take home pay (to the nearest Ghana Cedis)

1)   Below GH¢200   [   ]

2)   GH¢201- GH¢400   [   ]

3)   GH¢401- GH¢600   [   ]

4)   GH¢601- GH¢800   [   ]

5)   Above GH¢801   [   ]

14. a) Do you think your salary is the true reflection of the work you do?

1)   Yes   [   ]

2)   No   [   ]

b) Why?

……………………………………………………………………………………

……………………………………………………………………………………

15. a) Is your income sufficient enough to meet all your financial obligations?

1)   Yes   [   ]

2)   No   [   ]

b) Please give reasons?

…………………………………………………………………………………………

…………………………………………………………………………………………

16. Under which of these conditions do you think you would put much effort

into your work.

1) Close supervision and control   [   ]

2) General guidance from your supervisor with the option to use your

discretion.   [   ]

3) No guidance and supervision   [   ]

17. If by chance, you inherit enough money to live comfortably, would you

still teach?

1)   Yes   [   ]

2)   No   [   ]

18. Suppose you stop teaching, what will you be missing?

a)   People you know through teaching(e.g. friends, students,) [   ]

b) Feeling of doing something important.   [   ]

c) A feeling of interest and achievement   [   ]

d) The money you earn.   [   ]

e) Nothing at all.   [   ]

Section D: Effect of Teacher Motivation on Teaching

Please circle the number on the scale that describes your responses.

5)   To a great extent

4)   To some extent

3)   To a little extent

2)   Not at all

1)   I don't know

19. Teachers report to school early.

        5   4   3   2   1

20. Teachers absent themselves from school.

        5   4   3   2   1

21. Supervisors / superior attitude towards work makes teachers give off their best.

        5   4   3   2   1

22. Motivation measures in my school motivate me

        5   4   3   2   1

APPENDIX C

MOTIVATING TEACHERS AND STUDENTS FOR EFFECTIVE TEACHING AND LEARNING

QUESTIONNAIRE FOR STUDENTS

Introduction

The researcher is with the Institute of Development Studies, University of Cape Coast pursuing M.A. Human Resource Management researching into "Motivation on Teaching and Learning in the Akuapem North Senior High Schools" as part of his academic work. Your co-operation and support is highly needed if this research project is to be successful. You are kindly requested to make some time out of your busy schedules to participate in the study and as accurately and honestly respond to the issue to your best of ability.

You are greatly assured that your anonymity and confidentiality are guaranteed. Information provided will be treated with the strictest confidence and the result of this research work will not be used in any way detrimental to your interest.

Thank you very much in advance for agreeing to be a part of this research work.

Instruction: Kindly answer all questions. Indicate a tick (√) in the corresponding box to your answer where provided.

Section A: Demography Information

1. Sex :   1)   Male [   ]

                            2) Female [   ]

2. Programme of study :   1)   Science   [   ]

   2)   Business   [   ]

   3)   Arts   [   ]

4)   Visual Arts   [   ]

5)   Home Economics   [   ]

3. Responsibility or position:

    1)   Class prefect   [   ]

    2)   Class secretary   [   ]

    3)   School prefect   **[   ]**

    4)   Dining hall prefect   [   ]

    5)   Sports prefect   [   ]

    6)   House prefect   [   ]

    7)   Others (Please specify) …………………………………..

SECTION B

4. a)   Which   subject(s)   do   you   like   most?

………………………………………………………………………………

b) Why? …………………………………………………………………….

………………………………………………………………………………

5. a)   Which   of   these   subject(s)   do   you   dislike?

………………………………………………………………………………

………………………………………………………………………………

b) Please explain? ………………………………………………………….

…………………………………………………………………………….

6. a) Do you have any intention of leaving the school?

    1) Yes [   ]   2) No [   ]

b) Give reason for your answer above? …………………………………….

………………………………………………………………………………

7. a) Do you have favorites' among your core subject teachers?

    1) Yes [   ]   2) No   [   ]

b) What account for your answer in Q8a above?

....

....

8. What do you like most in the school?

……………………………………………………………………………

……………………………………………………………………………..

9. What do you want to be changed in the school?

……………………………………………………………………………

……………………………………………………………………………

10. a) What do you aspire to be in future?

    1)   Lawyer   [   ]

    2)   Teacher   [   ]

    3)   Doctor   [   ]

    4)   Engineer   [   ]

    5)   Businessman   [   ]

    6)   Others (Please specify) ………………………………………

b) Are you having the necessary push to make your dream a reality?

1) Yes   [   ]

2) No   [   ]

Section C: Factors Motivating Students to Effectively Learn

Rank the following factors in the order of which one motivates you most to learn

where 1=Most important and 7= Least important

Factors	Rank						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Teacher quality							
Praises							
Rewards							
Classroom resources							
Parental involvement							
Obtaining good grade							
Future ambitions							

Section D: Teacher qualities

Please circle the number on the scale that describes your responses.

4)   Strongly Agree

3)   Agree

2)   Disagree

1)   Strongly Disagree

11. Teachers help students set achievable goals for themselves.

      4   3   2   1

12. Teachers create intense competition among students.

      4   3   2   1

13. Teachers develop their work from students' strengths and interest.

      4   3   2   1

14. There are increases in the difficulty of materials as the term progresses.

      4   3   2   1

15. Teachers used demeaning comments.

      4   3   2   1

Please circle the number on the scale that describes your response.

5)   To a great extent

4)   To some extent

3)   To a little extent

2)   Not at all

1)   I don't know

16. Teachers capitalize on students existing needs.

     5   4   3   2   1

17. Teachers make students active participants in the learning process.

     5   4   3   2   1

18. Teachers empower students in the classroom.

     5   4   3   2   1

19. Teachers promote excellence and vigor in an encouraging environment.

     5   4   3   2   1

20. Guardians and teachers encourage students to be active and interested in class.

     5   4   3   2   1

THANK YOU