

UNIVERSITY OF CAPE COAST

TEACHER MOTIVATION AND JOB SATISFACTION IN SELECTED  
SENIOR HIGH SCHOOLS IN THE TAIN DISTRICT OF THE BRONG  
AHAFO REGION

BY

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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: Alexander Osei-Adjei

### Supervisor's Declaration

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

Supervisor's Signature.....

Date.....

Name: Dr. Dora Baaba Aidoo

## **ABSTRACT**

The purpose of the study was to find out how motivation of teachers relate to the satisfaction they have on their job. This was done by looking at the strategies that account for teachers likening of their Job and the teachers' attitude towards motivational schemes.

The study adopted a simple survey which was considered in collecting data to facilitate the testing of research questions raised in the study. The sample was drawn from two main Senior High Schools in the Tain District of the Brong Ahafo Region. Data was collected through the use of research questions which were administered only to teachers. The results of the study showed that motivation is not really given much attention by the school administrators. Though teachers are aware that some of the motivational factors, strategies or schemes raised will motivate them to work well, the administrators are not giving much attention to them.

The study recommended among other things that school administrators should give much attention to motivational tools in other to help achieve the goals for the establishment of the schools. The school climate should also be made friendly in such a way as to bring about a cordial relationship between the headmaster or headmistress and the teachers. Moreover, the heads of schools must involve the staff in all aspects of decision making in the school.

## **ACKNOWLEDGEMENTS**

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## **DEDICATION**

To all who contributed to this work. Especially all stakeholders who will need this work to improve on their administrative skills.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Most institutions have a strategic plan that identifies opportunities and the future directions of the institution. When the institution develops strategies to achieve the strategic plan, it relies on its managers to utilize employees and other resources to make the strategies work. The performance of the institution is highly dependent on the performance of its employees. By motivating employees to properly perform the task they are assigned, institutions can maximize their institutions value. Today's increasingly competitive business world means that, a highly motivated workforce is vital for any organization seeking to achieve good results. The success of every organization depends on the effective management of the human resource base and financial and material resource of the organization. Obviously, the human resource is the most important resource among all other resources without which organizational goals cannot be achieved (Madura, 1998).

Though capital, land and technology play a major role in an organisation's productivity, human beings take the important role of transforming financial and technological plans into actions at last. Hence, it becomes a fact that, human beings constitute an organization's greatest asset and that, the firms overall

performance is based on the performance of its individuals and group. This can be greatly linked to our educational setting where human resources, thus teachers should be taken as priority.

In the quest to improve on the performance of teachers in our educational institutions, it calls for head teachers and supervisors to take some effective steps to achieve these objectives. Motivation of teachers is regarded as very useful in achieving a high level of human resource base and hence an increase in an institutions output. Motivation is an energizing of human behaviour, or simply stated the process of stimulating action. Many institutions that have achieved greater increases in output attest to the fact that factors such as promotions, staff incentives, salary increases, organization of end of term parties and christmas parties, and the likes are some of the motivational factors being used. These factors are believed to stimulate teachers' actions towards work and hence increase production.

Aldag and Sterns (1991) elaborate on motivational roles in the United States, West Germany and Japan and how it affects their production. They states that;

Recently, motivation has gained increasing attention, sometimes out of hope. One reason for concern about motivation grows out of the awareness that the annual productivity growth rate for the United State is declining and is now far lower than those of such countries as Japan and West Germany (Though absolute levels of production remains very high). Whiles much of the decline can be

attributed to relatively low investments in new technology, there is also a concern that worker motivation to produce has also eroded. Such concerns are bothered by regular reports of the high job involvement and company loyalty evidenced by some foreign workers, particularly the Japanese (p. 432).

This statement shows that motivation if eroded, may lead to under-production. Hence it is agreed that, motivational factors are much important to move firms or an organization forward to achieve its objectives. It is against this background that the researcher is motivated to empirically identify the relationship between teacher motivation and performance in some selected senior high schools in the Tain District of the Brong Ahafo Region. The research therefore examines how factors such as promotions, staff incentives, salary increases, provision of free health services, organization of end of term parties and Christmas parties for teachers and the likes affect their performance.

### **Statement of the Problem**

Motivational factors are believed to play important roles in every organization or institution. In as much as considering this problem of study, the effective implementation of these motivational factors is known to do away with lateness, absenteeism, high labour turnover among teachers and hence lead to a high level of productivity. But in the case of senior high schools in the Tain District, it seems teachers are not enjoying the good side of the motivational factors which will ginger them to increase productivity; or if the motivational

factors exist, teachers are not aware of it or it does not have an effect on their productivity.

However, in spite of all these, the sector is faced with the need to address the problems either from the perspective of administrators or teachers. The study would therefore explore motivational strategies which will help to attain the best performance of teachers in the Tain District of the Brong Ahafo Region.

### **Purpose of the Study**

Motivation of teachers has been a problem that always faces educational administrators in Ghana. This is because the motives of people are different so are their needs. In most schools there arises a thin line between administrators and teachers all to the fact that, there is no meaningful motivational factors which are to help bridge the indifference gap. In line with this,

The purpose of this study is therefore to:

1. Examine how teachers are motivated to work.
2. Investigate factors that account for teachers' liking for their work?
3. Examine teachers' attitude towards motivational schemes.

### **Research Questions**

The following research questions were formulated to address the research problems and objectives of the study.

1. What strategies are used to motivate teachers to work?
2. Which factors make teachers like or dislike their work?
3. What are teachers' attitudes toward motivational schemes?



The research questions listed above were considered to help the researcher to enquire about the various points raised. With the issue of the way teachers are motivated to work, the researcher will try to find out various methods of motivation that are employed by educational administrators in their motivational process. Secondly, among all the motivational methods employed, which of them really motivates teachers and, which of them does not.

Moreover, the researcher will also find out the attitude of teachers towards motivational schemes. Are the teachers calling for the schemes introduced to them, or they want such schemes to be withdrawn. In line with the research questions raised, it will help the researcher to come out with concise analysis on the motivation of teachers and their relation to performance.

### **Significance of the Study**

The outcome of this study would be beneficial to policy makers. This is because the study would serve as a guiding principle to school heads and administrators as to the kind of motivation and satisfaction that should be provided to teachers in order to influence their performance.

The findings of the research is also aimed at helping to attain a high level of performance and also broaden the minds of both teachers and educational administrators in the Tain District of the Brong Ahafo Region on the roles of motivation and how best they can use them to achieve desired results.

The findings to be derived from this research will go a long way for educational administrators concerned to be aware of how motivation works and for that matter, put in place various strategies which will help improve on the

conditions put in place to motivate as far as teachers in particular are concerned, in order to improve on policy making.

Moreover, on the part of teachers, it is believed that, the findings of this study will help instill some level of belongingness and dedication in them. When educational administrators are able to put in place the required motivational factors, teachers will therefore have in mind that they are part of a group and for that matter, it will put some greater level of dedication in them towards their work. Also since motives energize and sustain behaviour, the motivated teacher will not only be energized but also is likely to develop a sustained interest in the job and as much increase his performance.

In the quest to know much about how teachers are motivated to work, educational administrators in the Tain District of the Brong Ahafo Region will know exactly the motivational factors put together to make them realize a comfortable environment for teachers.

Teachers may like or dislike their work based on some basic factors. Handling this problem will help administrators and other stakeholders of Tain District Education Directorate to know what roles to play to help teachers like or dislike their work.

Teachers' attitude towards motivational schemes remains a puzzle and must be answered. Every rational human being will respond positively to motivational schemes which are believed to be effective in increasing performance, and teachers in the Tain District will not be exemption. Motivational schemes should be applied at the right time so as to achieve its

objectives. Teachers' attitude towards these schemes will go a long way to help educational administrators to understand motivational schemes and how effective they are on teachers. Students who study business as a discipline may also get a practical knowledge as to how motivational schemes functions with teachers.

Also, the findings will help other researchers who want to research on teacher motivation to acquire knowledge in some areas already tackled. It is believed that the above significance elaborated on will go a long way to help educational administrators in the Tain district to achieve a high level of performance out of teachers, if motivational factors are well employed.

#### **Delimitation of the Study**

This study was confined to teachers of two Senior High Schools: Nkoranman Senior High School and Badu Senior High and Technical School in the Tain District of the Brong Ahafo Region. The study was also delimited to various perceptions of other stakeholders in the educational setting. The study was further delimited to personal biases and agitations that teachers have towards motivational packages in their various schools.

#### **Limitations of the Study**

The population of the study was teachers in all the four Senior High Schools in the Tain District. This would have helped the researcher to attain a true picture of what pertains in all Senior High Schools in the District concerning issues on motivation, so as to make the generalization more effective. However, this was not practicable because of proximity, time and financial constraints on

the part of the researcher. Therefore the accessible population used was assumed to give a true picture of the study.

### **Organization of the Rest of the Study**

The write up has been divided into five distinctive chapters. The first chapter, Chapter One talks about the introduction of the research. It deals with the background to the study, statement of the problem, purpose of the study, research questions, significance of the study and concludes with the organization of the rest of the study. The second chapter gives information on the review of related literature. It points out writings of vested authorities in the area of study. The third chapter also covers the methodology used in the research. It comprises research design, population sample and sampling procedure, instruments, data collection procedure and data analysis. The fourth chapter focuses on results and discussion.

The fifth chapter is the final chapter; it gives summary, findings and recommendations based on the results identified in the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the literature looks at how motivation of teachers affects job satisfaction. Theoretically, the concept of motivation would be dealt with. Other issues such as types of motivation, theories of motivation, and some theoretical views on how motivation works in the workplace and the importance of motivation, would also be dealt with. Empirically, the review looks at various works or researches which scholars have written about the topic under review.

#### **The Concept of Motivation**

Today, people all around the world, managers and non-managers alike, have their own definitions of motivation. Usually the definitions include one or more of the following words; needs, drives, motives, foods, incentives, desires and wants.

Though the concept of motivation is related to, it is distinct from other concepts, such as instincts, drives and reflex, this is because, a motivated behaviour is usually goal oriented; the goal may be associated with a drive such as hunger or thirst (primary motivation), unlike instinctive behaviour, motivation depends on affect or emotional state. In this case, motivation can be learned (secondary motivation).

The term motivation can be traced to the Latin word “movere” which means “to move”. In terms of the work to be performed in an organization, moving employees to accomplish desired goals is extremely important. Thus we tend to focus on moving people to perform (Skinner & Ivancevich, 1992).

Skinner and Ivancevich (1992), defines motivation as, “the way in which drives or needs direct person’s behaviour towards a goal. It concerns the level of effort put forth to pursue specific goals” (p. 337). Managers cannot observe the motivation process directly since it occurs internally. So they observe behaviour and then reach conclusions about a person's motivation.

Daft (1997) also defines motivation as the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Employee’s motivation affects productivity and part of a manager’s job is to channel motivation towards the accomplishment of organisational goals. The study of motivation helps managers understand what prompts people to initiate action, what influence their choice of action, and why they persist in that action overtime.

Although general motivation refers to efforts towards any goal, here it will refer to organizational goals because our focus is on work related behaviour. Needs in our definition of motivation refers to some internal state that makes certain outcomes appear attractive. An unsatisfied need creates tension that stimulates drives within an individual. These drives generate behaviour to find particular goals that, if attained, will satisfy the need and reduce tension.

## **Types of Motivation**

Basically, there are two types of motivation which are the intrinsic and extrinsic motivation (Daft, 1997).

- i. Intrinsic motivation is the source of satisfaction a person receives in the process of performing a particular action. The completion of a complex task may give the person a pleasant feeling of accomplishments. Workers or employees who are intrinsically motivated may work from their own will without or with little supervision.
- ii. Extrinsic motivations are external rewards and punishment given to a person to enforce production. Typically, in a business setting, it may be from the manager. The rewards may include promotion and pay increase. Punishments may also include demotion, pay reduction etc. An employee may be said to be extrinsically motivated if such external rewards and punishments affect his or her production. (Daft, 1997)

## **Motivational Theories**

Motivational theories based on the contemporary approach to employee motivation, are dominated by three types of theories. That is, the content, process and reinforcement theories (Daft, 1997).

The content theories stress the analysis of underlying human needs. Content theories provide insight into the needs of people in organizations and help managers understand how needs can be satisfied in the workplace. Examples of content theories include; Herzberg's two factor theory, Abraham Maslow's hierarchy of needs theory, ERG theory or the Alderfer theory and the Acquired needs theory.

Process theories concern the thought processes that influence behaviour. They focus on how employees seek rewards in work behaviours. Process theories include; equity theory and expectancy theory. Reinforcement theory focus on employees learning of desired work behaviours. The reinforcement theory uses reinforcement tools such as reward and punishments to modify human behaviour (Daft, 1997).

## **Content Theories**

### **Two – Factor Theory**

Frederick Herzberg's studies (1959) concentrated on satisfaction at work. In the initial research, some 200 engineers and accountants were asked to recall when they had experienced satisfactory and unsatisfactory feelings about their jobs. Following the interview, Herzberg's team came to the conclusion that certain factors tended to lead to job satisfaction, whereas others lead frequently to dissatisfaction. Hence the term two- factor theory (Cole, 2003).





Motivator factors are related to job content or what people actually do in their work, and are associated with an individual's positive feelings about the job. Based on Herzberg's theory motivator factors include the work itself, recognition, advancement and sense of achievement, and responsibilities.

Hygiene factors are associated with the job content or environment in which the job is performed. Company policy and administration, technical supervision, salary working conditions, and interpersonal relations are examples of hygiene factors. These factors are associated with individual's negative feelings about the job but do not contribute to motivation.

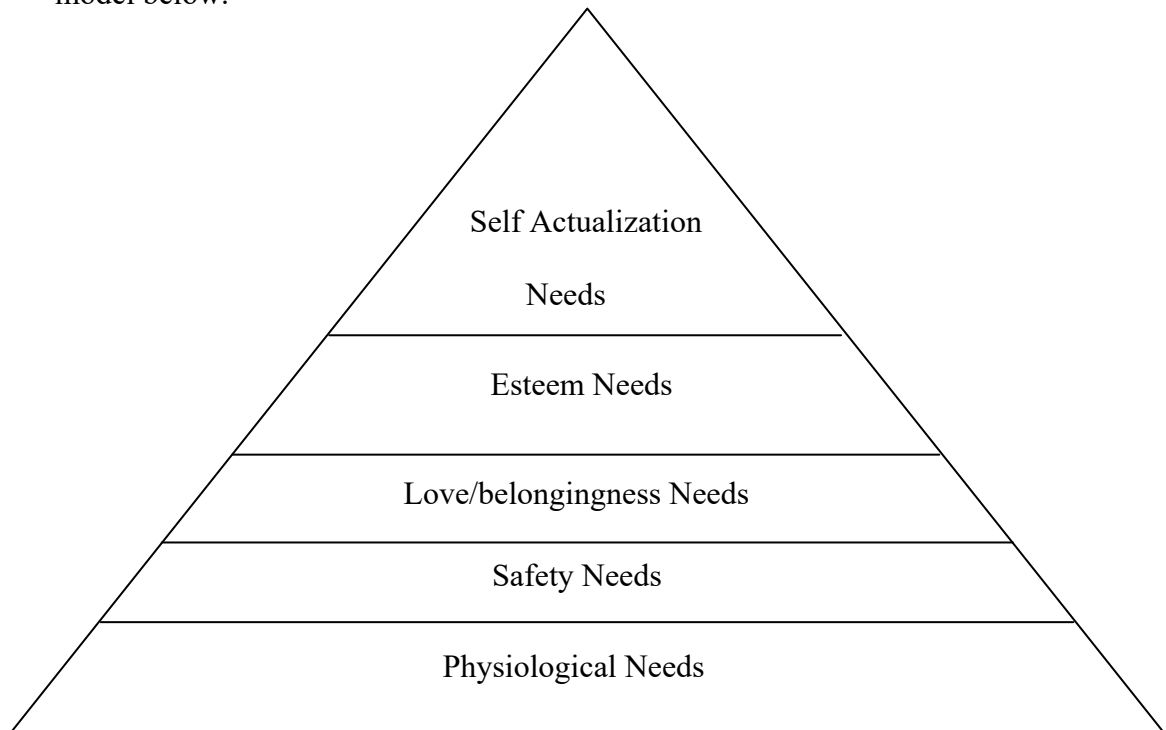
The implication of the two-factor theory for managers is clear. Providing hygiene factors will eliminate employees' dissatisfaction but will not motivate workers to high achievement levels. On the other hand, recognition, challenge and opportunities for personal growth are powerful motivators and will promote high satisfaction and performance. The managers role is to remove dissatisfiers, that is provide hygiene factors sufficient to meet basic needs and then use motivators to meet high level needs and propel employees towards greater achievements and satisfaction (Daft, 1997).

Also, Herzberg's two-factor theory carries some clear message for managers. The first step in motivation is to eliminate dissatisfaction, so managers are advised to make sure pay, working conditions, company policies, and so forth are appropriate and reasonable. Then they can address motivation itself. But additional pay and improvement in working conditions will not accomplish this. Instead, managers should strive to use opportunities for growth achievement and

responsibility. All things that the theory predicts will enhance employees motivation (Lewis, Goodman and Fandt, 1998).

### **Maslow's Hierarchy of Needs Theory**

Abraham Maslow's studies into human motivation led him to propose a theory of needs at the bottom and higher needs at the top, as in the Maslow's model below.



**Figure 2:** Maslow's hierarchy of needs model as cited in (Lewis, Goodman and Fandt, 1998)

The study point of Maslow's hierarchy theory, first published in 1954, is that most people are motivated by the desire to satisfy specific groups of needs which are physiological needs and self-actualization needs.

The second and most central point of Maslow's theory is that people tend to satisfy their needs systematically, starting with the basic physiological need and moving up the hierarchy.

**i. Physiological Needs:**

These are the most basic human physical needs, including food, water and sex. In the organizational settings, these are reflected in the needs for adequate heat air and basic salary to ensure survival.

**ii. Safety Needs:**

These are the needs for a safe secure physical and emotional environment and freedom from threat, that is, for freedom from violence and for an orderly society. In an organizational workplace, safety needs reflect the needs for safe jobs, fringe benefits and job security.

**iii. Belongingness or love needs:**

These needs reflect the desire to be accepted by ones peers, have friendships, be part of a group and be loved. In the organization, these needs influence the desire for good relationship with co-workers, participation in a work group, and a positive relationship with supervisors.

**iv. Esteem Needs:**

These needs related to the desire for positive self-image and to receive recognition and appreciation from others, within organizations, esteem needs reflect a motivation for recognition, an increase in responsibility, high status, and credit for contribution to the organization.

**v. Self – actualization needs:**

These represent the need for self-fulfilment, which is the highest need category. They concern developing one's full potential, increasing one's competence, and becoming a better person. Self-actualization needs can acquire training for challenging assignments and advancements.

According to Maslow's theory, low-order need take priority. They must be satisfied before higher – order needs are activated. The needs are satisfied in sequence. Physiological needs come before safety needs, safety needs before social and so on. A person deriving physical safety will devote his or her efforts to securing a safer environment and will not be concerned with esteem needs or self-actualization needs. Once a need is satisfied, it declines in importance and the next higher need is activated. When a worker union wins good pay and working conditions for its members, basic needs are met, union members may then desire to have belongingness and esteem needs met in the work place (Daft, 1997).

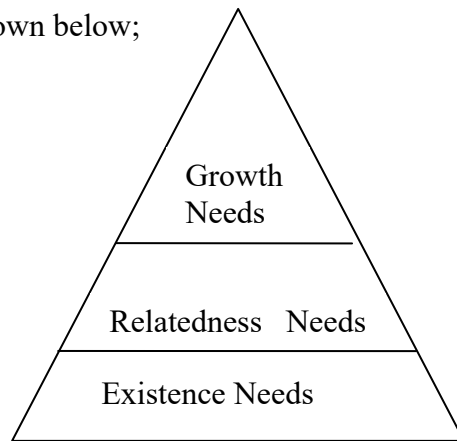
Maslow's theory provided an early useful framework for discussions about the variety of needs that people may experience at work, and the ways in which their motivation can be met by managers. One criticism of the theory is that systematic movement up the hierarchy does not seem to be a consistent form of behaviour for many people. Alderfer (1972), for example, argued that individual needs were better explained as being on a continuum, rather than in a hierarchy. He considered that people were more likely to move up and down the continuum in satisfying needs at different levels. He concluded that there were really only three major sets of needs; existence needs, thus the basics of life, relatedness,

thus social and interpersonal needs, and growth needs thus personal development needs.

Drucker (1974), comments that Maslow had not recognized that when a want was satisfied, its capacity to motivate was changed. An initially satisfied want that was not sustained could, on the contrary, become counter-productive and act as a disincentive.

### **ERG Theory / The Alderfer's Theory**

Clayton Alderfer propounded the ERG theory. Alderfer proposed a modification of Maslow's theory in an effort to make it simple. He collapsed the five categories of needs in Maslow's hierarchy into three universal categories which are existence needs, relatedness needs and growth needs, also arranged in a hierarchy as shown below;



**Figure 3:** Alderfer's hierarchy of needs model as cited in (Jones, George and Hill, 2001)

Alderfer agrees with Maslow that, as lower-level needs become satisfied, a person seeks to satisfy higher needs. Unlike Maslow, however, Alderfer believe that a person can be motivated by needs at more than one level at the same time. Alderfer also suggests that when people experience need frustration or are unable

to satisfy needs at a certain level, they will focus all the more on satisfying the needs at the next lowest level in the hierarchy.

**i. Existence Needs:**

These are basic needs for food, water, clothing, shelter and a secure and safe environment. Managers may help employees to fulfill their existence needs by promoting enough pay to provide for the basic necessities of life and safe working conditions.

**ii. Relatedness Needs:**

This is the need to have good interpersonal relations to share thoughts and feelings, and to have open two-way communication. The manager should promote interpersonal relations by providing accurate feedback.

**iii. Growth Needs:**

Growth needs is the need for self-development and creative and productive work. By allowing employees to continually improve their skills and abilities and engage in meaningful work, the growth needs of these employees are satisfied.

As with Maslow's theory, research does not tend to support some of the specific ideas outlined in ERG theory, such as the existence of the three-level need hierarchy that Alderfer proposed. However, for managers, the important message from ERG theory is the same as that of Maslow's theory: Determining what needs your subordinates are trying to satisfy at work, and make those needs when they perform at a high level and help the organization achieve, its goals (Jones, George and Hill, 2001).

According to McKenna (2002), An important distinction between the two need theories, that is ERG and Maslow theories is that, with ERG theory the person will regress to a lower-level need if frustration is encountered. For example, if the individual is unsuccessful at gratifying growth needs, the ERG theory predicts that, because of the frustrations encountered, the person will show an increased desire to relatedness needs. Having satisfied the relatedness needs, the person will strive once again to satisfy growth needs in the hope that this time, he or she will encounter a successful outcome. The pattern described could also apply if the person was intent on moving from existence needs to relatedness needs.

Another distinction between ERG and Maslow's hierarchy of needs theory is that, with the former more than one need could be active at a time. So instead of progressing up the hierarchy, the person may be operating at all levels simultaneously, but obviously to different degrees.

Hodgetts (1991) views ERG theory as a workable approach to motivation, with an acknowledgement of plausible response to frustration when the individual realizes it is not possible to progress from one level to the other.

### **The Acquired Needs Theory**

Cited in McKenna (2002), McClelland (1967) believes that a society's overall performance will be high if the average level of the need to achieve is high in the population. He cites evidence to the effect that in any society the amount of achievement imagery in its children literature (a reflection of the values a society places on achievement) is a fairly good predictor of economic growth in that



country for the next 20 years. Apparently, parental expectations and reward are important conditioning influences on the performance of children in the need to achieve. The need to achieve can be modified through a training programme that supports the view that, learning is an important agent in motivation. McClelland developed a method for measuring achievement motivation whereby unconscious projections of the individual's dominant needs were analyzed.

The acquired need theory was developed by McClelland David. The acquired need theory proposes that certain types of needs are acquired during the individual's lifetime. In other words, people are not born with their needs but may learn them through their life experiences. The three needs most frequently studied are these;

- i. Need for Achievement: The desire to accomplish something difficult, attain a high standard of success, master complex task and suppress others.
- ii. Need for Affiliations: The desire to form close personnel relationships avoid conflicts, establish warm friendships.
- iii. Need for Power: The desire to influence or control others, be responsible for others, and have authority over others.

Early life experiences determine whether people acquire these needs. If children are encouraged to do things for themselves and receive reinforcement, they will acquire a need to achieve. If they are reinforced for forming warm human relationships, they will develop need for affiliation. If they get satisfaction from controlling others, they will acquire a need for power.

Cited in Mc Kenna (2002), from the study of McClelland (1967) on human need and their implication for management, people with a high need for achievement tend to be entrepreneurs. They like to do something better than competitors and the sensible business risk. On the other hand, people who have a high need for affiliation are successful “integrators”, whose job is to coordinate in an organization. These integrators include brand managers and project managers who must have excellent people skills. However, people highly in need for affiliation are able to establish positive working relationships with others.

A high need for power often is associated with successful attainment of top levels in the organizational hierarchy. More than half of the employees at the top levels had a need for power. In contrast, managers with a need for achievement but a low need for power tended to peak earlier in their careers and at a lower level. The reason is that achievement needs can be met through the task itself, but power needs can be met only by ascending to a level at which a person has power over others.

To conclude, content theories focus on people’s underlying needs and label those particular needs that motivate people to behave. The hierarchy of needs theory, the ERG theory, the two-factor theory, and the acquired needs theory all help managers to understand what motivates people.

### **Douglas McGregor’s XY Theory**

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book, ‘The Human Side of Enterprise’. Theory X and theory Y are still referred to commonly in the field of management and

motivation. Whilst more recent studies have questioned the rigidity of the model, the theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's X-Y theory remains central to organizational culture (Woollard, 2003).

McGregor's X-Y theory is a salutary and a simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten (Woollard, 2003). Woollard quoted McGregor as saying that there are two fundamental approaches to managing people. Many managers tend towards Theory X, and generally get poor results. Enlightened managers use Theory Y, which produces better performance and results, and allows people to grow and develop.

Although "X" and "Y" are the standard names given to McGregor's theories, it is also appropriate to mention here that other names for these management theories have been used as well, and are sometimes interchanged with "X" and "Y". For instance, DuBrin (1990) refers to Theory X as the "Autocratic Style" and Theory Y as the "Participative Style" while Benson (1983) wrote that Theory X and Theory Y are sometimes termed as "hard" and "soft" management style respectively.

### **Theory X**

Theory X basically holds the belief that people do not like work and that some kind of direct pressure and control must be exerted to get them to work effectively. These people require a rigidly managed environment, usually requiring threats of disciplinary action as a primary source of motivation. It is also

held that employees will only respond to monetary rewards as an incentive to perform above the level of that which is expected (Bittel, 1989). From a management point of view, autocratic (Theory X) managers like to retain most of their authority. They make decisions on their own and inform the workers, assuming that they will carry out the instructions. Autocratic managers are often called “authoritative” for this reason; they act as “authorities.” This type of manager is highly task oriented, placing a great deal of concern towards getting the job done, with little concern for the worker’s attitude towards the manager’s decision. This shows that autocratic managers lose ground in the work place, making way for the leaders who share more authority and decision making with other members of the group (DuBrin, 1990). Essentially, Theory X assumes that the primary source of most employee motivation is monetary, with security as a strong second.

### **Characteristics of Theory X Manager**

Chapman (2001) outlines the characteristics of the X theory manager to include some, most or all of these: results-driven and deadline-driven to the exclusion of everything else, intolerant, issues deadlines and ultimatums, distant and detached, aloof and arrogant, elitist, short tempered, shouts, issues instructions and directions, edicts, issues threats to make people follow instructions, demands and never asks, does not participate, does not team-build, unconcerned about staff welfare or morale, proud sometimes to the point of self-destruction, one-way communicator, poor listener, fundamentally insecure and possibly neurotic, anti-social, vengeful, and recriminatory. Chapman (2001)

further outlined the following as being part of the characteristics of the X theory manager: does not thank or praise, withholds rewards and suppresses pay levels, scrutinizes expenditure to the point of false economy, seeks culprits for failures or shortfalls, seeks to apportion blame instead of focusing on learning from experience and preventing recurrence, does not invite or welcome suggestions, takes criticism badly and likely to retaliate if from below or peer group, poor at proper delegation – but believes they delegate well, holds on to responsibility but shifts accountability to subordinates, relatively unconcerned with investing in anything to gain future improvements, and unhappy.

### **Theory Y**

A more popular view of the relationship found in the work place between managers and workers, is explained in the concepts of Theory Y. This theory assumes that people are creative and eager to work. Workers tend to desire more responsibility than Theory X workers, and have strong desires to participate in the decision making process. Theory Y workers are comfortable in a working environment which allows creativity and the opportunity to become personally involved in organizational planning (Bittel, 1989).

Some assumptions about Theory Y workers are that this type of worker is far more prevalent in the work place than are Theory X workers. For instance, it is pointed out that ingenuity, creativity, and imagination are increasingly present throughout the ranks of the working population. These people not only accept responsibility, but actively seek increased authority (Lee, 1982). DuBrin (1990) outlined that a participative leader shares decisions with the group. He also

mentioned subtypes to this type of leader, namely the “Democratic” leader who allows the members of the working group to vote on decisions, and the “Consensual” leader who encourages group discussions and decisions which reflect the “consensus” of the group.

### **William Ouchi’s-Theory Z**

Another theory which has emerged, and deals with the way in which workers are perceived by managers, as well as how managers are perceived by workers, is William Ouchi’s “Theory Z.” Often referred to as the “Japanese” management style, Theory Z offers the notion of a hybrid management style which is a combination of a strict American management style (Theory A) and a strict Japanese management style (Theory J). This theory speaks of an organizational culture which mirrors the Japanese culture in which workers are more participative, and capable of performing many and varied tasks. Theory Z emphasizes things such as job rotation, broadening of skills, generalization versus specialization, and the need for continuous training of workers (Luthans, 1989). Ouchi’s Theory Z makes certain assumptions about workers. Some of the assumptions about workers under this theory include the notion that workers tend to want to build co-operative and intimate working relationships with those that they work for and with, as well as the people that work for them. Also, Theory Z workers have a high need to be supported by the company, and highly value a working environment in which such things as family, cultures, traditions, and social institutions are regarded as equally important as the work itself. These types of workers have a very well developed sense of order, discipline, and moral

obligation to work hard, and a sense of cohesion with their fellow workers. Finally, Theory Z workers, it is assumed, can be trusted to do their jobs to their utmost ability, so long as management can be trusted to support them and look out for their well being (Massie & Douglas, 1992)

One of the most important tenets of this theory is that management must have a high degree of confidence in its workers in order for this type of participative management to work. While this theory assumes that workers will be participating in the decisions of the company to a great degree, one author is careful to point out that the employees must be very knowledgeable about the various issues of the company, as well as possessing the competence to make those decisions. This author is also careful to point out; however, that management sometimes has a tendency to underestimate the ability of the workers to effectively contribute to the decision making process, (Bittel, 1989) but for this reason, Theory Z stresses the need for enabling the workers to become generalist, rather than specialists, and to increase their knowledge of the company and its processes through job rotations and continual training. In fact, promotions tend to be slower in this type of setting, as workers are given a much longer opportunity to receive training and more time to learn the intricacies of the company's operations. The desire, under this theory, is to develop a work force, which has more of a loyalty towards staying with the company for an entire career, and be more permanent than in other types of settings. It is expected that once an employee does rise to a position of high-level management, they will know a

great deal about the company and how it operates, and will be able to use Theory Z management theories effectively on the newer employees (Luthans, 1989).

### **Process Theories**

Managers need to have a more complete perspective on the complexities of employee motivation. They must understand why different people have different needs and goals, why individual needs change and how employees change to try to satisfy needs in different ways. Not all employees want the same things from their jobs. Understanding these aspects of motivation has become especially relevant as organizations deal with the diverse managerial issues associated with an increasingly global environment. Two useful theories for understanding these complex processes are the expectancy and equity theories (Lewis, Goodman and Fandt, 1998).

### **Equity Theory**

As in the case of expectancy theory, this theory is also founded on people's perceptions, in this case of the inputs and outcomes involved. Thus their sense of equity (i.e. Fairness) is applied to their subjective view of conditions and not necessarily to the objective situation (Cole, 2003).

According to equity theory, if people perceive their compensation as equal to what others receive for similar contributions, they will believe that their treatment is fair and equitable. Equity is evaluated by people by a ratio of inputs to outcomes. Inputs to a job include education experience, effort and ability. Outcome from a job include pay, recognition, benefits, and promotions. The



input-to-outcome ratio may be compared to another person in the work group or to a perceived group average. A state of equity exists whenever the ratio of one person's outcomes to inputs equals the ratio of another's outcomes to inputs.

Inequity occurs when the inputs or outcome ratios are out of balance, such as when a person with high level of education or experience receives the same salary as a new, less educated employee. Perceived inequity also occurs in the other direction. Thus, if an employee discovers she is making more money than other people who contribute the same inputs to the company, she may feel the need to correct the inequity by working harder, getting more education or considering lower pay. Perceived inequity creates tension within individual that motivate them to bring equity into balance.

The most common methods for reducing a perceived inequity are;

- i. Change inputs: A person may choose to increase or decrease his or her inputs to the organization. For example, underpaid individuals may reduce their level of effort or increase efforts on the job.
- ii. Change outcomes: A person may change his or her outcomes. An underpaid person may request a salary increase or bigger office. A union may try to improve wages and salaries and working conditions in order to be consistent with a comparable union whose members make more money (Daft, 1997).
- iii. Distort Perceptions; Research suggests that, people may distort perceptions of equity if they are unable to change inputs or outcome.

They may artificially increase the status attached to their jobs or distort others perceived rewards to bring equity into balance (Daft, 1997).

- iv. Leave the job: People who feel inequitably treated may decide to leave their jobs rather than suffer the inequity of being under or overpaid. In their new jobs, they expect to find a more favourable balance of rewards.

The implication of equity theory for managers is that, employees indeed evaluate the perceived equity of their rewards compared to others. An increase in salary or a promotion will have a motivational effect if it is perceived as inequitable relative to that of employees (Daft, 1997).

### **Hawthorne Experiment**

Professor Elton Mayo is usually associated with the social research carried out at the Hawthorne plant of the western electric company in Chicago. U.S.A, between 1927 and 1932, and named the Hawthorne studies (Cole, 2003).The studies emphasized on the worker rather than on work. It was mainly concerned with studying people, especially in terms of their social relationships at work.

An increase in worker productivity produced by the psychological stimulus of being singled out and made to feel important. The individual behaviours maybe altered by the study itself, rather than the effects the study is researching was demonstrated in research project of the Hawthorne plant of the Western Electric Company in Cicero, Illinois. This series of research, first led by Harvard Business School Professor Elton Mayo along with associates F.J Roethlisberger and William J. Dickson started out by examining the physical and

environmental influences of the workplace (e.g. brightness of lights, humidity) and later moved into the psychological aspects (e.g. breaks, group pressure, working hours, managerial leadership). The ideas that this developed about the dynamics of groups in the work setting had lasting influence - the collection of data, labour management relations, and informal interaction among factory employees.

The major finding of the study was that almost regardless of the experimental manipulation employed, production of workers seemed to improve. One reasonable conclusion is that the workers were pleased to receive attention from the researchers who expressed an interest in them. The study was only expected to last one year, but because the researchers were set back each time they tried to relate the manipulated physical conditions to the workers efficiency, the project extended out to five years.

Four general conclusions were drawn from the Hawthorne studies:

The aptitudes of individuals are imperfect predictors of job performance. Although they give some indication of physical and mental potential of the individual, the amount produced is strongly influenced by social factors.

1. Informal organization affects productivity. The Hawthorne researchers discovered a group life among the workers. The studies also showed that the relations that supervisors develop with workers tend to influence the manner in which the workers carry out directives.
2. Work-group norms affect productivity. The Hawthorne researchers were not the first to recognize that work groups tend to arrive at norms of what

is a fair days work; however, they provided the best systematic description and interpretation of this phenomenon.

(a) The workplace is a social system.

(b) The Hawthorne researchers came to view the Workplace as a social system made up of interdependent parts.

### **Reinforcement Perspective on Motivation**

The reinforcement approach to employees' motivation sidesteps the issues of employee needs and thinking processes described in the content and process theories. Reinforcing theory simply looks at the relationship between behaviour and its consequences. It focuses on changing or modifying the employees' on-the-job behaviour through the appropriate use of immediate rewards and punishment (Daft, 1997).

Reinforcement is defined to be repeated or inhibited. The four reinforcement tools are positive reinforcement, avoidance learning, punishment and extinction. Each type of reinforcement is a consequence of either a pleasant or unpleasant event being applied or withdrawn following a person's behaviour.

The four types of reinforcement are explained as follows;

- a) **Positive Reinforcement:** It involves the administration of pleasant and rewarding consequences following a desired behaviour. A good example of positive Reinforcement is immediate praise for an employee who arrives on time or does a little extra in his or her work. The pleasant consequence will increase the likelihood of the excellent work behaviour occurring again.

- b) Avoidance Learning: It is the removal of an unpleasant consequence following a desired behaviour. Avoidance learning is sometimes called negative reinforcement. Employees learn to do the right thing by avoiding unpleasant situations. Avoidance learning occurs when a supervisor stops harassing or reprimanding an employee once the incorrect behaviour has stopped.
- c) Punishments; It involves the imposition of unpleasant outcomes on an employee. Punishment typically occurs following an undesirable behaviour. The use of punishments in an organization is controversial and often criticized because it fails to indicate the correct behaviour.
- d) Extinction: It involves the withdrawal of positive rewards, meaning that, behaviour is no longer reinforced and hence is less likely to occur in the future. If an employee who use to receive praise and pay raise, fails to receive the praise and pay raises for some time, he or she will begin to realize that, the behaviour is not producing desired outcomes.

When an employee's behaviour is supportive of the organizational goals, a manager would use either positive or negative reinforcement to increase this desirable behaviour. Managers must not allow excellent performance to be ignored or taken for granted. When employees behaviour do not support organizational objectives a manger should use extinction or punishment (not as a last resort), since this behaviour is considered to be undesirable. Managers need to observe and manage the consequences of work-related behaviour carefully because individuals have different perception of what is a reward and what is

punishment, depending on their values and needs (Lewis, Goodman and Fandt, 1998).

### **Importance of Motivation**

Motivation is the energizing of human behaviour or simply stated the process of stimulating action (Kinard, 1988). Its importance to management is evident in the huge number of book and articles on the subject. Few topics in management literature have gained more attention over the past years. Why are businesses and researches concerned with motivation? There are many reasons, and they can be explained as follows;

Firstly, firms overall performance depends on the performance of its individuals and groups, businesses cannot function without these human resources.

Secondly, organizations have become aware of the importance of developing a talent pool that will be a perpetual reservoir of skills and abilities to keep them competitive on a long-term basis. They now recognize that a well trained, highly motivated human resource is a prerequisite for developing and utilizing technologically advanced equipment.

Also to understand how an organization functions, we must understand why individuals behave as they do. Unless we understand motivation, we cannot fully comprehend how variation in such things as job design, leadership styles and compensation systems affect performance, satisfaction and so on.

Lastly, because of competitive pressures, higher operating costs and external demands, firms must do everything they can to remain efficient.

## **Empirical Studies on Motivation**

### **Motivation and Productivity**

Motivational rewards are more difficult to offer for jobs in which output cannot be measurable (Madura, 1998). For example employees that repair the firm's machinery or service customer complaints do not contribute to the firm in a manner that can easily be measured or compared with other employees. However, among employees who contribute directly to output or productivity, since their output can be easily measured, when any motivated scheme is provided its effect on productivity will be made bare.

Various theories assert that, money motivates people if it is contingent on performance and satisfies their personal goals. Herzberg's two factor theory would argue that, money is a hygienic factor so it does not act as a motivator. As a medium of exchange, money should motivate to the degree that, people perceive it as a means to acquire other things they want. Money also has symbolic measuring that managers must consider. In general, to motivate, money must be important to the employee and must be perceived as a direct reward for performance (Lewis, Goodman and Fandt, 1998).

As companies try to meet the needs of diverse workforce and retain quality employees, while remaining competitive and financially prosperous, managers are challenged to find new ways to keep workers motivated and satisfied, thereby increasing individual performance and decreasing absenteeism and turnover. Popular motivational tools include work- scheduling options,

employee's recognition programs, empowerment, and variable pay programs (Gitman & McDaniel, 2003).

All these incentives when applied by management, particularly the educational administrators of the Tain District, will go a long way to improve teaching and learning.

### **Strategies for Motivating Employees**

According to Eugene (2006), given the significance of motivating employees to result in productivity and satisfaction, a large number of motivational interventions have been tested and tried out. The most important interventions are explained briefly below;

1. **Job enrichment:** One of the ways to maximize employees' satisfaction and productivity is to enhance the motivational factors on the job. Job enrichment refers to the vertical enlargement of the job by adding responsibility and opportunity for personal growth. The content discretion hypothesis is very essential for job enrichment. Content refers to addition to job content and discretion entails increasing responsibility and providing opportunity to use ones skills and abilities. Addition and discretion are not share sum but the interaction of the two. However this simple relationship is mediated through a third variable- variety. Increase in content and discretion leads to variety, making repetitive jobs very boring and more satisfying.
2. **Quality circles:** the concept of quality circles is the outcome of a Japanese concern for statistical quality control. Quality circles are primarily based



on the recognition of the value of employees as human beings. Hence managers have to treat them with dignity and train them to accept responsibility and contribution to their job. Thus motivated, they would be capable of making their valuable suggestions through the use of their initiative, experience and intelligence without just putting in physical efforts. It is defined as just a small group of 5-10 workers voluntarily performing quality control activities within the workshop to which they belong. Quality circles are a voluntary group effort. This group at company cost finds ways and means to improve quality of their products.

3. **Work redesign:** It is basically the change in the nature of the job and the employees as a motivational technique. The managers have a number of alternatives to bring about changes. However, by and large, job rotation and enlargement are extensively used. A Job rotation is the systematic movement of people from one job to another. It provides them the broad based understanding of various functional activities of the organization and helps them to develop the perspective to relate totally their own job. It however entails some prior training before the person is rotated. Job rotation has been found to be a good motivational device but can become expensive if it needs the dislocation of the employees and is meeting the costs of this dislocation. Job enlargement on the other hand, would necessitate giving more tasks to be performed by employee on a given day. It is the horizontal extension of the job or more of the same things. However, such an exercise entails the complete redefining of the job of the

employees and would often require extra payment for the change in the job description.

4. **Flexible work hours:** Organization frequently use modified work schedules to increase employee motivation. The flexible work hours can take many forms. It can mean a traditional 9 – 5, Monday to Friday, work schedule. It can also mean doing work at home. Many variations are available. One alternative is a compressed work week. Instead of working 8 hours/days for 5 days, one can work for 10 hours/day for 4 days. Another popular method is the flexible work schedule. Here, all employees are required to work for certain core hours; the rest of the hours can be flexible, as long as eight hours of work/day has been done. Thus the employee can come in one hour late and stay one hour after work. Yet another system is working at home. Given, the easy availability of computer technology and networking, employees can stay at home and still do a full day's work. This is particularly more suitable for working mothers.
5. **Democratization of work:** If workers are to be provided a sense of participation, importance, pride, freedom and self-expression, it is necessary that, they are involved in the decision making process, particularly those decisions that affect them the most. Democratization entitles sharing in an appropriate way, the decision making powers with the lower levels in the organisation so as to generate a feeling of involvement with the job and the organisation. It is also called

participative management or codetermination. Many organisations that have experimented with this idea have found that, it leads to high satisfaction and productivity, provided that, there is trust between the participating levels, liberal sharing of information and a positive top management attitude.

### **Job Satisfaction**

McKenna (2002) defined job satisfaction as associated with how well our personal expectations at work are in line with outcomes. For example if our expectations indicated that, hard work generated equitable rewards, and that was the case, job satisfaction could ensue. The opposite situation of shattered personal expectations could lead to job dissatisfaction.

Cited by Levy (2006), Locke (1976) defined job satisfaction as a plausible, positive emotional state resulting from the cognitive appraisal of one's job or job experiences. The same author notes that, job satisfaction stems from our perceptions that our job are fulfilling. In other words we tend to be satisfied in our jobs if we believe that, we are getting what we want out of them.

Bame (1991) explained that job satisfaction is the state of joy, acceptance and commitment towards the performance of a duty that one has been trained to do and particularly that which provides one's source of decent livelihood. To him, this joy, acceptance and commitment to discharge such duties often hinged on a number of factors, including needs, wants, desires, aspirations, values, interest and attitudes. These factors, he said, then activates or arouses and directs the behaviour of the person concerned towards the attainment of some goals. This

satisfaction can be equated to the word motivation. Motivation therefore refers to forces within a person that affect his/her direction, intensity and persistence of voluntary behaviour. It is the key ingredient in employee performance. This is because of the belief that even when people have clearer objectives, the right skills and supportive work environments, they will not get the job done without sufficient motivation. In other words, motivated employees are willing to exert a particular goal (direction) and to exert a particular level of effort (intensity) if they are motivated. This is what is termed as the satisfaction-progression process.

According to McShane and Von Glinow (2000), overall job satisfaction is a combination of a person's feelings towards the different facets of his/her job with reference to satisfaction with co-workers, fair pay, fair promotion and care by government.

In conclusion, job satisfaction as a concept is closely related to motivation. Often, many people presumed that motivated employees are necessarily satisfied workers but the two concepts are not synonymous though their impact improves job performance and productivity.

### **Job Satisfaction and Task Performance**

McShane and Von Glinow (2000) asserted that it is a popular belief that happy workers are productive employees. Also, they established that job satisfaction and task performance are related because satisfied employees engage in more organizational citizenship behaviour (behaviour that extend beyond the usual job duties). Job satisfaction affects a person's general mood and employees who are in good morale are more likely to communicate positive feelings and less

likely to quit their jobs. In conclusion, both casual and scientific studies provide compelling evidence that job satisfaction is an essential component of psychological adjustment for employees and productivity.

### **Factors Relating to Job Satisfaction**

According to Harrel (1964) job satisfaction is defined from and it is caused by many interrelated factors. Although these factors can never be completely isolated from one another, for analysis, they can, by the use of statistical techniques, be separated enough to give an indication of their relative importance to job satisfaction. These factors are divided into;

1. Personal factors; Age, sex, number of dependents, time on the job, intelligent, education and personality.
2. Factors inherent in the job; type of work, skill required, occupational status, geography and like of the plant.
3. Factors controlled by management: Security pay, fringe benefits, opportunity for advancement, working conditions, co-workers, responsibility and supervision.

### **Summary**

In this research, the researcher based on the Maslows' hierarchy of needs theory to identify the relationship between teacher motivation and job satisfaction in the Tain District of the Brong Ahafo Region. According to Maslows' theory on motivation, most people are motivated by the desire to satisfy specific groups of

needs which are physiological needs before finally satisfying the self actualization needs which are the last needs to satisfy.

The cited works of scholars in this review have emphasized that; employees (teachers) need to be motivated to achieve their job satisfaction. Maslows' theory on motivation shows that, teachers will be satisfied with their job if they are first motivated or provided with their basic needs like water and food and also the application of safety needs, belongingness and esteem needs. Moreover, their full potentials will be realised after the self actualization needs are met. Therefore in this study, the various motivational needs at each stage will be manipulated to realize how far the theory relates to practice.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the researcher describes the research design, the population, the sample and sampling procedure employed in the research so far. The research instruments used as well as the procedure used in administering the research instruments and other issues that call for considering are discussed.

#### **Research Design**

The design for this study was based on the simple survey which consists of the collection of data to facilitate the testing of research questions. The survey was used to help in the collection of data to find out the relationship between teacher motivation and job satisfaction. Also the sample from the population was used to generalise for the larger group since the sample survey focuses on people, their beliefs, opinions, motivation and behaviour.

Babbie (1992) states he believes that survey are excellent means of measuring attitude and orientations in a large population and they allow the researcher the opportunity to ask many questions on a given topic, thus giving enough flexibility in his analysis. He further argued that in a survey research, one could develop operational definitions from actual observation. Because the study was on teacher motivation and job satisfaction, the survey design was considered as the best research design.

## **The Target Population**

According to Fraenkel and Wallen (1993), a population is the group to which the result of the study is intended to apply. It is also worthy to note that a population is always of the individuals who possess certain characteristics or a set of characteristics a particular study tries to assess or analyze.

The population under study was made up of all senior High School teachers in the Tain District of the Brong Ahafo Region. This population is the target for the collection of data to answer questions on, ‘teacher motivation and their job satisfaction’ in the Tain District.

The accessible population for this study consists of all the teaching staff of the two Senior High Schools. The two schools selected are Nkoranman Senior High School and Badu Senior High and Technical School. These Senior High Schools were chosen for the study because they are known to have appreciable staff members as compared to the others which are developing schools with numerous challenges. These schools were also found to attract effective and experienced teaching staff.

Also these two schools were chosen because the researcher intends to know how varied motivational factors employed will affect teachers’ satisfaction level. The accessible population is made up of;

- i. All 32 teachers in Nkoranman Senior High School in the 2010/2011 academic year.
- ii. All 28 teachers in Badu Senior High and Technical School in the 2010/2011 academic year.



### Sample and Sampling Procedure

According to Gyedu, Donkor and Obeng (1999), the process of sampling makes it possible to limit a study to a relatively small portion of the population.

A sample is thus a subset of the population and consists of a representative of individuals, objects, or events that form the population of the study. For this study, the sample comprised 60 respondents. The sample is similar to the population because of the small number of teachers in the two schools, the two schools were selected because based on the fact that the other two schools Menji Agric Senior High and Bandaman Senior High School are community schools with few permanent teachers who represent the characteristics needed. Also infrastructural facilities such as staff bungalows, classroom blocks, and other facilities were taken into consideration.

The sample of the study is drawn from the number of teachers in Nkoranman Senior High School and Badu Senior High and Technical School, which is similar to the accessible population due to its small size. Details are presented in the table below.

**Table 1: Distribution of Respondents by School**

School	Number of Teachers
Nkoranman Senior High School	32
Badu Senior High and Technical School	28
<b>Total</b>	<b>60</b>

The purposive sampling method was used by the researcher. According to Tongco (2007) a purposive sampling method is the type of non-probability sampling that is most effective when one needs to study a certain domain with knowledgeable experts within. The inherent bias of the method contributes to its efficiency and the method stays robust even when tested against random probability sampling. The main goal of a purposive sampling is to focus on particular characteristics of a population that are of interest, which will enable you to answer the research questions. Total population sampling is a type of purposive sampling technique where you choose to examine the entire population, which is the total population that has a particular set of characteristics (e.g., specific experience, knowledge, skills, exposure to an event, etc.). In such cases, the entire population is often chosen because the size of the population that has the particular set of characteristics that you are interest in is very small. Therefore the researcher chooses the sample above based on these reasons stated.

### **The Instrument**

The instrument used by the researcher was questionnaires. This was of the reason that, the questionnaire could easily reach individuals who were difficult to contact. That is, on the basis of reliability, the questionnaire was a better choice. Finally, this instrument was used because it requires little time of the respondents and allows for broad geographical sampling.

The questionnaire items were made up of both close-ended and open-ended questions. The respondents were asked to tick [√] the best alternative from the closed ended questions, then provide response to the open-ended. The first

part of the questionnaire sought personal information such as sex, age, marital status, number of children, educational level attained etc. with a total of six questions

The second part is also divided into three sections which are based on the research questions. The first section seeks questions on strategies employed to motivate teachers. This goes further by asking respondents if they are provided with meal, accommodation and the likes in their school.

The second section is based on the factors that make teachers like or dislike their job. They were asked whether their administrators pay them extra remuneration for their extra work done. Also the teaching and learning materials available at their disposal, are they enough? If they are, are the teachers satisfied with them? Again, their present positions in the Ghana Education Service (G.E.S) in relation to their qualifications were asked under this section.

The third section talks about teachers' attitude towards motivational schemes. It continued by asking questions like the teachers attitude towards their salary and whether their schools physical and classroom settings are enough to influence their output.

The questionnaire was used based on the following advantages that it poses. Firstly, it guarantees confidentiality of the information given by the teachers. Also, it was used because the population size selected is literate and could therefore understand simple questions posed to them. Lastly, the questionnaires were designed for self-administration, thus the researchers need not to be present at the time of answering.

### **Administration of the Instruments**

In the course of administering the research instrument to the accessible population, the researcher went to see the District Director of Education who then directed him to the various head teachers. A brief discussion was held with the respondents for them to understand the various items in the questionnaires so that they would give the right response to the questions

### **Data Analysis**

Analysis of data was done with regard to the specific research questions posed for the study. In this regard, data analysis for each research question was done as follows. The researcher first of all edited the completed questionnaires to check for clarity of expression and accuracy. The researcher then grouped the responses by categorizing them. This was to ensure that the analysis of the data was done orderly.

The questionnaires collected were analyzed in simple frequency table and percentages. To ensure easy interpretation, tables were used for the summary. Moreover percentages and frequencies were also used to analyze the collected data before a brief description.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents the results of the study. It also describes the statistical procedure used by presenting the results of the study in line with the research questions stated. It goes on further to look at other findings, the discussions of various findings and then provide a summary of the chapter. The results are presented mainly in the form of summary statistics which are organized in table form.

The descriptive statistics is used in the analysis since it is easy to understand and are useful for opinion oriented research such as ‘teacher motivation’ which is the topic of this study. The descriptive statistics are used to describe the basic features of the data in the study. It provides simple summaries about the sample and the measures. With descriptive statistics, you are only describing what is or what the data shows.

The chapter presents the findings of the research from the opinions of respondents which is analyzed in a form of data. The items of the questionnaires were devised to be in line with the research questions raised earlier. The findings were carried out with the use of questionnaires only.

Table 2 describes the information collected on the respondents in accordance with their gender.

**Table 2: Distribution of Respondents by Gender and School**

School	Sample	Respondents (%)	Male (%)	Females (%)
Badu SHS and Technical	28	25(89.3)	21(84)	4(16)
Nkoranman SHS	32	27(84.4)	23(85.2)	4(14.8)
<b>Total</b>	<b>60(100)</b>	<b>52(86.7)</b>	<b>44(84.6)</b>	<b>8(15.4)</b>

Table 2 shows that, out of a sample of 60 teachers from both schools, 28 were from Badu Senior High and Technical School whilst 32 were from Nkoranman Senior High School. The teacher enrollment in both schools are not encouraging due to the fact that, both are rural schools and that they have low students enrollment, hence a factor on teacher enrollment too.

The responses derived from both schools were encouraging, with a sample of 28 teachers in Badu Senior High and Technical School, 25 representing 89.3% answered the questionnaires. They were also made up of 21(84%) males and 4(6%) females. With that of Nkoranman Senior High School, out of a sample of 32 teachers, 25 representing 84.7% answered the questionnaires with 23(85.2%) being males and 4(14.8%) being females.

The responses were encouraging because the researcher had time in administering the questionnaires and because their enrollment is low, he had time in reaching most of them. The female to male ratio was very low because, female

teachers are not many as compared to their male counterparts, and for that matter, most of them do not accept postings to the rural areas.

Moreover, the respondents, numbered 52 representing 86.7% is good enough for the study since it will show a true representation and provide sufficient insight into the problem being investigated.

### **Distribution of Respondents by Age**

Table 3 shows the distribution of the respondents by age. This helped the researcher to know the various age brackets of the respondents which in turn helped him to know how age influence teachers on their work.

**Table 3: Distribution of Respondents by Age**

Age (Years)	Number of Respondent	Percentage (%)
18-25	5	9.6
26-30	14	26.9
31-40	21	40.4
41-50	8	15.4
51 +	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>

The age distribution in Table 3 above shows that, the respondents are matured. This is because majority of the teachers were 31 years and above. Therefore it is believed that, the respondents will be able to make informed decisions when it comes to the answering of the questionnaires.

### **Distribution of Respondents by Marital Status**

Table 4 also shows the marital status of the respondents. This data was collected to have much insight about some social issues of the respondents.

**Table 4: Distribution of Respondents by their Marital Status**

Status	Respondents	Percentage (%)
Single	21	40.4
Married	29	55.8
Separated	1	1.9
Widowed	0	0
Engaged	1	1.9
<b>Total</b>	<b>52</b>	<b>100</b>

Table 4 shows that, 21 respondents representing 40.4% were unmarried whilst 29 representing 55.8% were married. Though those married outweigh the unmarried, the difference is not too wide and it is due to the fact that, some of the teachers are within the age brackets of 18 years to 31 years. Therefore, it is a fact that, in the near future they will get married.

### **Distribution of Respondents According to the Number of Children**

Table 5 shows the number of children the respondents have. This data is also very useful in determining the responsibilities of the respondents.



**Table 5: Distribution of Respondents by the Number of Children**

<b>Number of children</b>	<b>Respondents</b>	<b>Percentage (%)</b>
None	22	42.3
1-2	15	28.8
3-5	11	21.2
6 and above	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>

Table 5 shows that, out of the entire respondents of 52 teachers, 22 representing 42.3% had no children whilst 15 representing 28.8% have between 1 and 2 children. Also 11 representing 21.2% have between 3 and 5 children, whilst 4 representing 7.7% have children ranging from 6 and above. The above analysis reveals that, most of the respondents do not have children and it is evidence of the fact that most of the teachers are not married and also not all of them who are married have children.

#### **Distribution of Respondents by their Level of Education**

The level of education of the respondents is very crucial to the study, hence the need to collect data on it. The academic qualification of the teachers showed clearly whether we have qualified persons teaching in our rural schools.

**Table 6: Distribution of the Respondents by their Level of Education**

Qualification	Respondents	Percentage (%)
'A' Level	0	0
Diploma	8	15.4
First degree	44	84.6
Masters degree	0	0
<b>Total</b>	<b>52</b>	<b>100</b>

Table 6 shows that, with a total of 52 respondents, 8 representing 15.4% hold a diploma certificate whilst 44 of them, representing 84.6% are degree holders. None of them holds an 'A' level certificate nor masters degree. The study reveals that, most of the teachers are degree holders and that, they are qualified enough to teach in the senior High Schools since it is the basic requirement for teachers in the Senior High Schools.

### **Main Findings and Discussions**

The results of the study were presented on the basis of research questions generated from the study. This study is made up of three main research questions. The answers for each of the research questions have being arranged and presented in a form of a table for easy analysis.

#### **Research Question 1: What Strategies are used to Motivate Teachers to Work**

To begin with, the researcher found out the strategies that are employed to motivate the teachers to work. This is the first research question and Table 7 is used to analyze the results of the study.

**Table 7: Response to Strategies that are used to Motivate Teachers to Work**

Strategies	Not Applicable	Low	Moderate	High	Very high	Total
Are you provided with meals in the school?	50(96.2)	1(1.9)	1(1.9)	0	0	52(100)
Do you have water which is well hygienic?	16(30.8)	16(30.8)	12(23.1)	5(9.6)	3(5.8)	52(100)
Do you feel relaxed in your school always?	11(21.2)	13(25)	19(36.5)	4(7.7)	5(9.6)	52(100)
What is your relationship with other teachers?	1(1.9)	0	14(26.9)	18(34.6)	19(36.5)	52(100)
Does your school provide you with accommodation?	35(67.3)	8(15.4)	7(13.5)	2(3.8)	0	52(100)
Does your school provide you transportation?	48(92.3)	3(5.8)	1(1.9)	0	0	52(100)
Does information flow through Established channels in your school?	23(44.2)	10(19.2)	13(25)	3(5.8)	3(5.8)	52(100)
Are your contributions to the school given attention?	23(44.2)	11(21.2)	9(17.3)	5(9.6)	4(7.7)	52(100)

**Table 7 Continued**

Strategies	Not	Low	Moderate	High	Very High	Total
Have you ever received any incentive?	21(40.4)	16(30.8)	8(15.4)	4(7.7)	3(5.8)	52(100)
Do you have much interest in your job?	4(7.7)	10(19.2)	20(38.5)	12(23.1)	6(11.5)	52(100)

Of the options suggested in the questionnaire, Table 7 clearly shows that the various strategies that are needed to motivate teachers in school are not really given much consideration by the school administrators. It is seen that strategies such as the provision of meals, accommodation, and the flow of information and teachers contribution to the schools development are major strategies which the teachers do not really feel that, they are well implemented in their schools.

Moreover, apart from teachers' relationship with other colleagues, which had a higher response of 37 representing 71.2%, other strategies were fairly distributed. Meaning some of them responded that school administrators do not give much attention to them whilst others think they are given some level of attention. This is supported by the fact that Abraham Maslow hierarchy of needs try to point about. According to Daft (1997), in Abraham Maslow's theory on motivation, physiological needs such as food and water are vital for survival, therefore in every setting, these needs must be first satisfied. Moreover, safety needs such as a relaxed environment which was mentioned in the questionnaire are also very critical and must be satisfied. Moreover, the hierarchy of needs also points on belongingness or love needs such as desire for good relationship with co-workers, participation in a workgroup and positive relationship with supervisors.

Finally, there was a balanced response to a question which was posed, if they have much interest in their job. Twenty respondents representing 38.5% answered that they had a moderate response. According to Eugene (2006), a motivational intervention which he name 'Quality Circles', is primarily based on

the recognition of the value of employees as human beings. Hence managers have to treat them with dignity and train them to accept responsibility and contribution to their job.

Moreover, Eugene (2006) also stressed on another motivational intervention which he named 'Democratization of work'. Democratization entitles sharing in an appropriate way, the decision making powers with the lower levels in the organization so as to generate a feeling of involvement with the job and the organization. This means the teachers response to the question that are their contributions at staff meeting given much attention is loudable enough and that the school administrators are to ensure that decision making in the school entails all the levels of the organization, and all contribution must be welcomed and where necessary implemented.

Schuler (1980) also found out that, role clarity and harmony are fostered by allowing the employees to participate in work decisions. He added that, employees like to feel that, they are important in their work environment. An employee who is regarded because of his or her important contributions to the finished product of the organization will experience a sense of completion and perceive the work to be meaningful.

### **Research Question 2: What Factors make Teachers like or Dislike their Job**

This section deals with factors that make teachers to like or dislike their job.. The data gathered and analyzed are presented in Table 8.

**Table 8 : Response to Factors that makes Teachers to Like or Dislike their Job**

Factors	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	N	F	N	F	N	F	N	F	N	F	N	F
	I am fully satisfied with my job	4	(7.7)	12	(23.1)	12	(23.1)	17	(32.7)	7	(13.7)	52
My administrators respond to my call promptly	3	(5.8)	12	(23.1)	5	(9.6)	16	(30.8)	16	(30.8)	52	(100)
My students achievement really motivate me to get on well	10	(19.2)	24	(46.2)	4	(7.7)	9	(17.3)	5	(9.6)	52	(100)
I am interested in teaching during extra classes for extra fee	9	(17.3)	15	(28.8)	4	(7.7)	11	(21.2)	13	(25)	52	(100)
I have access to adequate teaching Materials	1	(1.9)	11	(21.2)	5	(9.6)	16	(30.8)	19	(36.5)	52	(100)
My work load in this school is very excessive	6	(11.5)	14	(26.9)	7	(13.5)	23	(44.2)	2	(3.8)	52	(100)
My class size is moderate enough to teaching and learning	1	(1.9)	19	(36.5)	2	(3.8)	14	(26.9)	16	(30.8)	52	(100)
I am involved in all aspect of decision making in the school	4	(7.7)	5	(9.6)	3	(5.8)	14	(26.9)	26	(50)	52	(100)

**Table 8 continued**

Factors	Strongly	Agree	Undecided	Disagree	Strongly	Total
	Agree				Disagree	
	N F	N F	N F	N F	N F	
There is provision for teachers welfare support in my school		13(25)	5(9.6)	12(23.1)	20(38.5)	52(100)
I have a good head master and and teacher relationship	3(5.8)	10(19.2)	11(21.2)	10(19.2)	18(34.6)	52(100)
My present position commensurate with my academic qualification	13(25)	14(26.9)	2(3.8)	9(17.3)	14(26.9)	52(100)
If your answer to the above is yes, do you intent to leave teaching	14(29.2)	4(8.3)	15(28.8)	5(10.4)	10(20.8)	48(100)
I am satisfied with the level of discipline in the school	1(1.9)	4(7.7)	7(13.5)	21(40.4)	19(36.5)	52(100)



Table 8 shows that, the 52 respondents of this study responded to various questions concerning the factors that make them to like or dislike their job. It is clearly shown that, respondents who choose a scale notation of strongly agree and agree like their jobs whilst others who choose disagree and strongly disagree dislike their job.

Table 8 shows that, teachers of Nkoranman Senior High School and Badu Senior High and Technical School dislike their job since they are not fully satisfied with their job. They made a dislike response of 24 representing 46.5% as compared to those who like their job, thus 16 representing 30.8%. 12 of the respondents, representing 23.1% have not decided whether they like their job or not, they have not fully made up their minds on both sides. Bame (1991) also found out that, teachers attach more importance to their relationship with their headmasters or headmistresses. It is obvious that, the personal qualities of the school head as well as his or her good professional behaviour go to foster good interpersonal relationships.

It is also shown in Table 8 that, teachers dislike their job since they are not involved in all aspects of decision making in their schools. Out of the 52 respondents, 40 representing 76.9% decided that they are not involved in any aspect of decision making in the school whilst 9 representing 17.3% agree that they are neither involved in the decision making of the school or not. To buttress this point, Professor Elton Mayo (cited in Cole, 2003) studied on the Hawthorne

effect and concluded that, informal organization affects productivity. The Hawthorne researchers discovered a group life among the workers. The study also shows that, the relations that supervisors develop with workers tend to influence the manner in which the workers carry out directions

To add to the above issues raised, Fredrick Herzberg (cited in Cole, 2003), argued that factors such as achievements, recognition, the work itself responsibility and advancement are termed as motivator factors. They are related to job content or what people actually do in their work, and are associated with an individual's position feeling about the job. Based on Herzberg's theory, the provision of the motivator factors are powerful tools that will provide high level of satisfaction and performance.

**Research Question 3:** What are teachers' attitudes towards motivational scheme?

In essence, this research question sought to find out the views of teachers towards motivational schemes. Table 9 contains detailed information about how teachers' responded to motivational schemes raised in the questionnaire.

**Table 9: Teachers Attitude Towards Motivational Schemes**

Motivational schemes	Strongly	Agree	Undecided	Disagree	Strongly	Total
	Agree				Disagree	
	N F	N F	N F	N F	N F	N F
My present salary should be increased	44(84.6)	6(11.5)	0	0	2(3.8)	52(100)
The school should provide me with Accommodation	40(76.9)	10(19.2)	2(3.8)	0	0	52(100)
Meals should be served to teachers During school sessions	33(63.5)	16(30.8)	1(1.9)	2(3.8)	0	52(100)
I am satisfied with the schools physical facilities	3(5.8)	5(9.6)	2(3.8)	19(36.5)	23(44.2)	52(100)
The classroom and physical settings of the school influence my satisfaction	10(19.2)	18(34.6)	5(9.6)	8(15.4)	11(21.2)	52(100)
End of academic year parties are often held in my school	1(1.9)	3(5.8)	5(9.6)	15(28.8)	28(53.8)	52(100)

**Table 9 continued**

Motivational schemes	Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree	Total
If end of academic year parties are held often, it will influence my satisfaction	29(55.8)	9(17.3)	6(11.5)	6(11.5)	2(1.9)	52(100)
Teacher –colleague teacher relation is a key factor to performance	21(40.4)	21(40.4)	4(7.7)	5(9.6)	1(1.9)	52(100)
Teacher – headmaster/mistress relation is also a key factor to performance	39(75)	12(23.1)	0	0	1(1.9)	52(100)
Administrators attention to my personal welfare is important to me	37(71.2)	6(11.5)	3(5.8)	4(7.7)	2(3.8)	52(100)
The means by which my headmaster/ mistress motivates me is commendable	1(1.9)	10(19.2)	5(9.6)	11(21.2)	25(48.1)	52(100)

The results of Table 9 showed that the respondents have higher attitudes towards the motivational schemes raised. It is clear that, teachers are well motivated when their salaries are raised. From table 9, 50 respondents representing 96.2% were in favour of that, their salaries when increased will help motivate them whilst 2 representing 3.8% were not in favour that their salaries should be increased. Similarly, for the provision of accommodation for teachers, 50 respondents who represents 96.7% also agreed that it is a key factor that will help motivate them, whilst 2 representing 3.8% did not decide whether it will help motivate them or not. This is supported by McShane and Von Glinow (2000), they opined that, overall job satisfaction is a combination of a person's feelings towards the different facets of his/her job with reference to satisfaction with co-workers, fair pay, fair promotion and care by government.

Also 42 of the respondents who represent 80.8% are not satisfied with the schools physical facilities and classroom settings, 8 of them who also represent 15.4% are satisfied with the physical and classroom settings whilst 2 representing 3.8% answered as undecided. Supported by Theory Z, workers have a high need to be supported by the company, and highly value a working environment in which such things as family, cultures, traditions, and social institutions are regarded as equally important as the work itself. These types of workers have a very well developed sense of order, discipline, and moral obligation to work hard, and a sense of cohesion with their fellow workers (Massie & Douglas, 1992).

Moreover, the teachers are not much satisfied with the means by which their headmasters or headmistress motivate them. Thirty-six of the respondents representing 69.2% did not agree to the means by which their administrators motivate them whilst 11 representing 21.2% agreed with the means by which their headmasters and headmistresses motivate them. On the other side, 5 respondents representing 9.6% answered that, they have not decided whether the means by which their heads motivate them are commendable or not. Cited in Cole (2000), John Stacey Adams in his work on equity theory stresses on people's perception on inputs and outcomes involved at work. In these studies, he said if people perceive their compensation as equal to what others receive for similar contributions, they will believe that, their treatment is fair and equitable. Equity is evaluated by people by a ratio of inputs to outcomes.

The respondents answers to other schemes such as teacher colleague teacher relationship, teacher headmaster/mistress relationship and administrators attention to teachers personal welfare and the likes shows that when these schemes are well looked at, it will motivate teachers to work hard and help them to be satisfied with their job.

In conclusion, the study has shown that, teachers at the Tain District of the Brong Ahafo Region are interested in receiving motivation from their administrators but the kind of motivation given them is not enough. This shows that, motivation as an aspect of an administrators work when they are well taken

into consideration will go a long way to help improve on the satisfaction level of the teachers in the Ghana Education Service (G.E.S).

**CHAPTER FIVE**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**Overview**

The content of this chapter is the final chapter of the study. This chapter covers various aspects under the following subheadings:

1. Summary.
2. Conclusions.
3. Recommendations for policy and practice.
4. Suggestions for further studies.

The objective of this chapter is to concisely present the data that has been gathered so far. By making sure the important aspects are raised and suggestions for policy and practice are made.

**Summary**

The issue of the motivation has been a major problem that faces administrators and has become a puzzle which needs to be solved. Various theories have also made critical analysis of such issues and have come out with concrete solutions which when taken into consideration, will go a long way to solve these motivational problems. Motivation and job satisfaction are so tied together that, one cannot derive meaning without the other.



These concepts cannot be solved easily only by reading through their principles and drawing conclusions as to how best they are solved. Hence, the use of the questionnaires in this study helped to obtain ideas, suggestions and facts related to how these concepts would help achieve the objectives of established Senior High Schools' education in the Tain District of the Brong Ahafo Region.

The target population to which the study was made was the entire Senior High Schools in the Tain District of the Brong Ahafo Region. The main Senior High Schools in the District are four but two were taken for the purpose of proximity and that the two schools are better off in terms of structures, teachers and the likes. The data were collected using questionnaires which were administered to a sample of Sixty (60) teachers, Fifty-two (52) out of the questionnaires administered were responded to. This gave a fair representation of the study since it represented 86.7% of the sample. The return rate was very high and it showed that, the responses can be generalized to represent the entire population. The responses were built in a simple frequencies and percentages table with the findings based on the percentage level of responses made so far.

### **Key Findings**

The findings of the study revealed that teachers who were covered under the study area had a fair idea on what motivation is all about, with the fact that, majority of the teachers thus, 84.6% are first degree holders. Moreover, the respondents based on their knowledge on motivational issues, they were able to raise some factors which will help in motivating them, though the researcher did not mention such factors in his questionnaires.

The findings of the study were presented based on the research questions which were raised in the study. The responses to the first research question which sought to identify the kind of strategies that are used to motivate teachers to work revealed a lot of issues. It revealed that, the administrators of the various schools are not applying these strategies well. Though the teachers are aware that, strategies such as meals, accommodation, transport, relaxed atmosphere and the likes are key strategies that will help motivate them to be satisfied with their job, they are not seeing the good side of these strategies.

Moreover, the second questionnaire raised was on the factors that make teachers to like or dislike their job. The factors raised showed that teachers of both Senior High Schools dislike their job. This is all due to the fact that, they are not satisfied with the motivational factors raised. Factors including administrators' response to their call, access to teaching and learning materials, involvement in decision making, provision for welfare support, discipline in the school and others were not at their best to the teachers. This shows that, when these factors are not well considered, teachers will never like their job.

The final research question raised was also on teacher's attitude towards motivational schemes. The study showed that teachers have a fair attitude towards motivational schemes. Teachers of Nkoranman Senior High School and Badu Senior High and Technical School agreed that, motivational schemes are best to motivate them for them to be satisfied with their job. Increase in their salaries, provision of accommodation, the school physical facilities and classroom settings

and the likes; they really motivate the teachers to perform. The teachers agree that motivational schemes are best to motivate them to be satisfied with their job.

### **Other Findings**

Moreover, the respondents were asked to list some factors which in their opinion think that the researcher did not make mention of and when they are applied, will help motivate teachers for them to be satisfied with their job. The following were raised by the respondents;

1. The school climate should be made democratic for all teachers to exercise their opinion on issues concerning the school.
2. Headmasters or Headmistress must have confidence in the teachers.
3. The administrators should make room for teachers to have access to all resources in the school for official duties such as typing and photocopying of materials for teaching and learning purposes.
4. The use of verbal praises must be enforced by the Headmasters or Headmistresses.
5. There should be fair means of disbursing all monies that are due to teachers.
6. The school should provide free medical care to teachers

### **Conclusions**

The findings of this research revealed something to conclude on. First, the administrators of Nkoranman Senior High and Badu Senior High and Technical

School are not putting in place the right motivational strategies and schemes. Moreover, the study has also revealed that, teachers when they are motivated well, they will be satisfied with their job, therefore the administrators must do their best in terms of motivating teachers.

However, the recommendations made on these findings will help managements of all other institutions in taking good steps about the motivation of their teachers so as to help them to be satisfied with their job.

### **Recommendations**

Following the research findings and conclusions, the following recommendations have been made;

1. Administrators of Nkoranman Senior High School and Badu Senior High and Technical School must focus well on the motivational strategies so as to help motivate their teachers for them to be satisfied with their work in other to put up their best. Teachers could be made to be satisfied with their job by putting in place various motivational factors, strategies or schemes. It is seen that strategies such as the provision of meals, accommodation, and the flow of information and teachers contribution to the schools development are major strategies which the teachers do not really feel that, they are well implemented in their schools. Therefore they must be given much attention.
2. There must be equity in the manner in which motivational factors are employed. When teachers perceive that there is unfair distribution or

uniform treatment in any way, it may affect them adversely. In such cases, the teachers may not have trust in the administrators and this may lead to the worsening of the motivational factors in the school. According to the findings, Schuler (1980) found out that, role clarity and harmony are fostered by allowing the employees to participate in work decisions. He added that, employees like to feel that, they are important in their work environment.

3. The school climate should be made friendly in such a way as to bring about a cordial relationship between the Headmaster or headmistress and the teachers. The heads of schools must see the teachers as their colleagues and treat them as such. They must also reflect on their teaching days and give their teachers the necessary respect. The heads must not refrain from going down to the teachers to find out their problems and try to help them. The teachers will feel comfortable and will know that they are in a safe environment when they are able to liaise with their heads.
4. The heads of schools must involve the staff in decision-making process of the school. They must accept and implement their suggestions as well. This will help to boost their moral and serve as a means of motivation. The findings revealed that teachers are not mostly involved in decision making and if it is not given much consideration, teachers will dislike their job.

5. The Ghana Education Service must be aware that motivation at all levels of the educational system will go a long way in helping to improve on the satisfaction levels of all stakeholders of the school. Therefore, school heads must be made to have enough knowledge on motivation. This may be done through the organization of workshops and training, which I hope will take our education system to a higher level.

### **Suggestion for Further Research**

1. It is suggested that, further research should cover the issues on teacher motivation and job satisfaction among basic school teachers to help address the issue of teacher motivation at all levels of education in the country.
2. Again, further research should use interview guides in addition to the structured questionnaire to draw out sufficient information required from respondents to augment opinions expressed on the questionnaire to increase the reliability of the research work.

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## **APPENDICES**



**PART 2.**

The statement below refers to factors which are employed by school administrators or other administrators in motivating teachers. As a help from you, for each statement, please indicate the level by which you agree or disagree by ticking [√] the appropriate space provided.

**A. STRATEGIES EMPLOYED TO MOTIVATE TEACHERS**

7. Some of the strategies employed by administrator in motivating teachers have being identified below. Please tick [√] where appropriate to your condition.

- Scale notation is:      1= not applicable  
                                   2= low  
                                   3= moderate  
                                   4 = high  
                                   5= very high

Please kindly select only one response.

<b>Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a. Are you provided with meals in the school?					
b. Do you have water which is well hygienic to quench your thirst when thirsty?					
c. Do you feel relaxed in the school when you are not teaching?					
d. What is your relation with other colleague teachers?					
e. Does the school provide you with accommodation?					
f. Does your school provide transport for teachers mobility?					
g. Does information flow through the established channels in your school?					
h. Is your contribution to your schools development at staff meetings given the necessary attention?					
i. Have you ever received any incentive which you deem it as a tool to help you perform well on your job?					
j. Do you have much interest in your current job?					

**B. FACTORS THAT MAKES TEACHERS TO LIKE OR DISLIKE THEIR JOB**

8. Indicate the level to which you agree or disagree that the following factors can help to motivate you to perform very well on your current job.

Scale notation; 5 = Strongly agree (SA)

4 = Agree (A)

3 = Undecided (UD)

2 = Disagree (D)

1 = Strongly disagree (SD)

	SA	A	UD	D	SD
<b>Factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am fully satisfied with my job					
My administrators respond to my call promptly whenever I approach them on issues related to my work					
My students' achievements really motivate me to get on well with my job.					
I am interested in teaching during extra classes for extra remuneration.					
I have access to adequate teaching materials.					
My workload in this school is very excessive.					
My class size is moderate enough to enhance teaching and learning					
I am involved in any aspect of decision- making in this school.					
There is provision for teacher welfare support in my School.					
I have a good head teacher-teacher and student relationship.					
My present position commensurate with my academic qualification					
If my answer to (k) above is no, I intent to leave the teaching service in future.					
I am satisfied with the level of discipline in my school.					

**C. TEACHERS ATTITUDE TOWARDS MOTIVATIONAL SCHEMES**

9. Indicate the level at which you agree with the motivational schemes that has being pointed out below, that if they are well applied, it will help to maximize your work satisfaction.

- Scale notation; 5 = Strongly agree (SA)  
 4 = Agree (A)  
 3 = Undecided (UD)  
 2 = Disagree (D)  
 1 = Strongly disagree (SD)

	SA	A	UD	D	SD
<b>Motivational schemes</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My present salary should be increased					
The school should provide me with accommodation					
Meals should be served to teachers during school sessions					
I am satisfied with the schools physical facilities and classroom settings.					
The classroom and physical settings of the school influences my satisfaction with my job.					
End of academic year parties are often held in my school					
If end of academic year parties are held in my school often, it will influence my work output.					
Teacher – colleague teachers relationship is a key factor to performance.					
Teachers – head teacher relationship is a key factor to performance either.					
Administrators attention to my personal welfare problems is of great importance to me.					
The means by which my head teacher/head mistress motivates teachers in the school is commendable.					

Please indicate other schemes which you think when implemented will help to motivate teachers to perform but the researcher did not mention in the questionnaire.

1. ....
2. ....
3. ....
4. ....
5. ....

Thank you for your cooperation.

**APPENDIX B**



**UNIVERSITY OF CAPE COAST  
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INSTITUTE FOR EDUCATIONAL PLANNING AND  
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Our Ref: EP/144.8/V.2/68

August 26, 2011

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**LETTER OF INTRODUCTION**

The bearer of this letter, **Alexander, Osei-Adjei** is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. He requires some information from your outfit for the purpose of writing a dissertation as a requirement of M. Ed degree programme.

We should be grateful if you would kindly allow him to collect the information from your outfit.

Kindly give the necessary assistance that he requires to collect the information.

While anticipating your co-operation, we thank you for any help that you may be able to give.

Mr. Y.M. Anhwere  
**Asst. Registrar  
For Director**