UNIVERSITY OF CAPE COAST

EFFECTS OF TEACHER MOTIVATION ON THE QUALITY OF

TEACHING AND LEARNING IN SOME SELECTED SENIOR HIGH

SCHOOLS IN THE CAPE COAST METROPOLIS

BY

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DECLARATION

Candidate's Declaration

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

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

Name: Jemima Odelia Azakpe

Supervisor Declaration

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

Signature……………………………………….Date…………………………

Name: Dr.Nana Yaw Oppong

ABSTRACT

Motivation is an essential tool and its implementation leads to effective and efficient teaching and learning hence attainment of quality education. The study examined influence of motivation on quality of teaching and learning in selected Senior High Schools in Cape Coast Metropolis.

A descriptive survey was used in the study. A sample of 136 teachers was selected from the population of 223 teachers from five selected SHS in Cape Coast Metropolis using simple random sampling technique Questionnaire was the main instrument for data collection. Data was analysed discussed using descriptive (mean, standard deviation, frequency and percentages) and inferential statistics (Pearson correlation and simple regression).

The study found that motivational packages (M=3.22; SD=0.90) are available in Senior High Schools of Cape Coast Metropolis. The teachers are satisfied (M=3.13; SD=0.77) with the various motivational packages. Teachers have positive perception (M=3.46; SD=0.71) towards motivational packages. Teachers have positive perception (M=3.89; SD=0.73) towards quality teaching and learning. Motivation packages is strongly and positively (r=0.848; sig. =0.00) correlated with quality teaching and learning. The result indicates teachers' motivational packages had strong and high positive effect on quality teaching and learning (R^2= 0.720, b=0.848, t-value=17.251, p-value=0.000). The study recommended that motivation of teachers' should be considered as a major driving force by those in charge of implementation of educational policies so as to bring about needed performances on the part of teachers.

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DEDICATION

I dedicate this work to my lovely daughter Eugenia Elikem Lawoe.

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CHAPTER ONE

INTRODUCTION

Background to the study

The issue of teacher motivation is important because of its correlation with the quality of education (Javaid, 2009). Provision of quality education is essential for spearheading the socio-economic development. Indeed, many writers have observed that quality education is the most effective way to shape the values, attitudes, behaviours and skills which are important for individuals to function productively in an integrated society. Government of Ghana has a responsibility to ensure that teachers perform to the best of their abilities.

Teachers are important instrument in education. According to UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system (Acheampong & Furlong, 2000; Anamuah-Mensah, Mereku &Ghartey-Ampiah, 2008). They can influence the teaching-learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Akyeampong, 2002; Onocha, 2002).

Teachers are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is the need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives (Anamuah-Mensah, & Mereku, 2005). Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners (Akyeampong, Pryor &Ghartey, 2006).

It is worthy to note that good quality teaching and learning in education cannot be delivered without qualified and motivated teachers. This is the more reason why teachers should be motivated properly for effectiveness and efficiency in the educational and school system. Motivation serves as a catalyst in propelling good performance of teachers (Sansone & Harackiewicz, 2008). It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness (Okumbe, 2010). The motivation of teacher is, therefore, very important as it directly affects the students. Teacher motivation plays an important role in the promotion of teaching and learning excellence.

Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. When a teacher is motivated it is

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perceived he or she will render quality teaching(Latt, 2008). A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice and holistic development of the educational system especially the studentship (Dai & Sternberg (2004). Teachers' seriousness in teaching depends on teacher's work motivation and professional competencies (Sahertian, 2000). Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa & Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. Voluntary Service Organization also maintained that teachers' motivation is fragile and declining. Teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002). Bennel (2004) also remarked that teachers' and other material benefits were too low for individual and household survival needs to be met in developing countries such as Ghana.

This finding also support the Education For All (EFA) report of 2005, which revealed that teachers in developing countries such as Ghana often

receive earnings that are insufficient at providing them with a reasonable standard of living. Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors (Bame, 2001). More recent studies have found poor or non-implementation of conditions of service and deplorable socio-economic conditions in rural areas where most teachers work as additional factors (Cobbold, 2007). In Ghana, Seniwoliba (2013) found that teachers were dissatisfied with their pay compared to their inputs (skills, ability, and work load). They perceived inequity among themselves when they compare themselves with their colleagues with the same qualifications, experience and responsibilities in non-teaching organizations and therefore feel unfairly treated as professional teachers.

In Ghana, Akuoko Dwumah and Wahab (2012) found that teacher's level of motivation was too low and majority of the teachers joined the service because of the interest they had in teaching. Tuffour-Kwarteng (2014) revealed that the senior high school accounting teachers were not motivated by their level of salary. They perceived apparent injustice and inequity in terms of qualification and workload in determining the salary. They believed that given the economic reality, the salary was not adequate. Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In Ghana, Seniwoliba (2013) found that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave.

Tuffour-Kwarteng (2014) indicated that the administrative practices could neither motivate teachers. In a study done by Sylvia and Hutchinson (2005) in the USA, found that teacher motivation is due to freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. In a study done by Ofoegbu (2004) in Nigeria, found that teacher motivation enhances classroom effectiveness and improves schools. In Kenya, a study done by Majanga, Nasongo and Sylvia (2010) found that teachers are demoralized with low pay, heavy workloads, handling many lessons, many pupils and work for long hours.

A study on the teacher as a crucial factor in curriculum innovation found out that teachers' empowerment/motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self –efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Pilot, 2007). Teachers foster excellence in learning and teaching. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education. Their motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 2002; Nyakundi, 2012).

Teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes

cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system (Utuka 2001).

The most critical finding that emerges from studies is that very sizeable proportions of Senior High school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. Most research on teachers in Ghana has concentrated on the recruitment of teachers and how it affects retention, motivation and teachers' retention (Tuffour-Kwarteng, 2014), without examining what teachers are looking for in their work. No study had been conducted in Cape Coast Metropolis with respect to teachers' motivation and quality of teaching and learning. Therefore, this research was conducted to examine the effect of teacher motivation and the quality of teaching and learning in the Senior High Schools of Cape Coast Metropolis.

Statement of the problem

Teachers are identified as critical actors when it comes to the development of Ghana's human resource, it is however, disturbing to find out that many of these teachers are dissatisfied with their jobs. Importantly, there is clearly, a gap between second cycle teachers' expectations about motivation and working conditions and what they (teachers) are actually provided. Ghana Education Service management can ensure good output or good performance if this gap is bridged. Thus, motivation is one of the means to be used to close this gap. Motivation serves as a catalyst in propelling good performance of teachers. It has to do with inducing employees of Ghana Education Service to give their best.

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The expectation of teachers was boosted when the Single Spine Pay Policy (SSPP) was introduced; however, this was short-lived because the Policy was not favourable to them as a result, teachers were demoralised. Consequently, there were massive strikes all over the country, (*Daily Graphic, 2010).* Survey research found out that 44% of employees feel unmotivated to work (Mercer, 2011), and 55% of workers are unsatisfied with their jobs. There have been significant concerns from teachers expressing their dissatisfaction with the level of motivation what they expect from their employers were not met. These have resulted in high teacher attrition rate or higher labour turnover, lack of enthusiasm or indifference, and little or no cooperation or the lack of it among teachers (Tuffour-Kwarteng, 2014; Bame, 2001).

There have been many attempts by governments to address the motivation concerns of staff of the Ghana Education Service. Examples include; offering good conditions of service, and good salary. These initiatives were aimed at addressing negative work-related behaviours such as lateness to work, absenteeism and vacation of post without notice. In spite of these initiatives to motivate teachers, in recent years, teachers' complaints about low salaries continued. In addition, they complained about poor conditions of service and lack of motivation. These situations have resulted in industrial strikes by teachers and consequently affected quality teaching and learning and performances of teachers' students on the whole.

A cursory observation reveals that the concerns of teachers who are pivotal in the education delivery process have not been properly addressed. Salaries of most teachers are usually delayed and other motivational packages

are not well administered. Most serious problems facing the teaching profession in Ghana is teachers' motivation. A study undertaken by DFID (2007) revealed that teacher motivation was so low in Sub-Saharan Africa because salary or pay gains an overwhelming consensus that teachers are seriously underpaid and that this, more than anything else, is the keyfactor undermining teacher morale and motivation.

Several studies revealed salary payment induced greater commitment to teaching (Kazeem, 2009; Ayeni, 2005; Ubom, 2002). The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of teachers' and students in secondary schools in Ghana including those in Cape Coast metropolis. Cape Coast Metropolis, lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

The generic effect of motivation on productivity is established in the extant literature. However, the effect of teachers' motivation on the quality of teaching and learning in Cape Coast Metropolis has not been studied and so the effect of teachers' motivation on quality teaching and learning within the Metropolis cannot be determined. This is a gap in the literature which this study sought to determine the specific motivational variables and its effects.

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Research objectives

The study aimed at investigating the effects of teacher motivation on the quality of teaching and learning in Senior High Schools in the Cape Coast Metropolis. Specifically the study sought to:

1. Evaluate the existing motivational packages for teachers in Cape Coast Metropolis.

2. Assess teachers' level of satisfaction towards motivational Packages in the Cape Coast Metropolis

3. Identify motivational packages (factors) teachers consider or perceive as most important and likely to motivate to perform.

4. Explore teachers' perception towards quality teaching and learning in Cape Coast Metropolis

5. Find out the extent to which these motivational packages influence the quality of teaching and learningin Senior High School.

Research questions

The research objectives have been changed to the underlined research questions.

1. What motivational packages currently exist for Teachers in Senior High Schools in Cape Coast Metropolis?

2. What is the satisfaction level of teachers towards motivational Packages in the Cape Coast Metropolis?

3. What factors teachers find or perceive most important for their motivation?

4. What is the perception of teachers towards quality teaching and learning in Cape Coast Metropolis?

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5. What is the influence of these motivational packages on quality teaching and learning?

Significance of the study

This research is aimed at finding out what teacher motivation is, what forms of motivation are available to the teacher in the SHS, and how they can influence performance of the teacher. The research sought to find the best motivational package that would increase the number of teachers who replicated the actions of motivated teachers as described above. The findings from this study are likely to have great implications for the government G.E.S/ MOE and other stakeholders of SH schools to find a solution to the fallen standard of education in the Cape Coast Metropolis and Ghana as a whole.

The outcome of this study will go a long way to bring to bear some of the packages available or unavailable to teachers in Ghana Education Service especially to those in Cape Coast Metropolis to enable them increase their performance. The study will also bring out which aspect of motivation needs attention in teaching service so that employers (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set. The study would be helpful to identify the factor affecting teacher motivation at secondary school level. It is an undeniable fact that the outcome of the study will go a long way to add up to the existing body of knowledge in the subject matter being studied.

Delimitation of the study

The study was carried out in Senior High Schools in Cape Coast Metropolis, Central Region. There are 10 public SHS but the study is

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restricted to only five selected schools because of the decline in teacher performance as reported by Ministry of Education (2013). Regarding its content scope, the study examines the effect of teacher' motivation on the quality of teaching and learning. Indicators of intrinsic motivation assessed by the study included job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Limitations of the Study

A research of this nature demands acknowledgement of its possible shortcomings so as to limit criticisms. There is the need to admit that certain problems are encountered. Financial and materials problems restricted the scope of the study to the Cape Coast Metropolis. The time within which the researcher was to submit the study also posed a constraint. As peculiar of every research, a handful of problems were encountered during the research, especially at data collection stage. Almost all the Heads who were given the questionnaire could not complete and return them as agreed because of their busy schedules and meetings. Second, a number of visits were made to the schools for the purpose of retrieving the completed questionnaires but the researcher could not obtain 100 percent collection rate.

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Organization of the study

The study is made of five chapters. Chapter one is made up of the background to the study, statement of the problem, objectives of the study, significant of the study, limitation of the study and delimitation of the study. Chapter two outlines the literature relevant to the study and appropriate theoretical framework suitable to the study. Chapter three highlights the methodology that is used for the study. It consists of research design, population and sampling, data collection instrument and data analysis. Chapter four deals with findings and discussions of the study and Chapter five comprises of summary of findings, conclusions, recommendations and suggestions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the relevant related literature on the topic effects of teacher motivation on quality of teaching and learning in Senior High Schools in Cape Coast Metropolis. The chapter is divided into two fold. The first aspect looked at the theoretical framework underpinning the study and the second aspect looked at the conceptual review. The conceptual review looked at the concept and definition of motivation, types of motivation, teachers' motivation, motivational strategies, teachers' perception towards motivation, factors influencing teachers' motivation, teachers' motivation and performances and quality teaching and learning.

Theoretical Framework

There are several theories of motivation which can be applied to studies on teacher motivation. Content theory assumes that all individuals possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. In other words, it states that motivation is essentially about taking action to satisfy needs, and identifies the main needs that influence behaviour (Armstrong, 2007). Need theory was originated by Maslow (1954), and in their two-factor model, Herzberg, Mausner and Snyderman (1957) listed needs which they termed satisfiers. Process theory focuses on psychological processes which affect motivation, by reference to expectations (Vroom, 1964 cited in Bennell and Akyeampong, 2007), goals

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(Latham and Locke, 1979 in Huczynski and Buchanan, 2001) and perception of equity.

Johnson Three-Model theory combined expectancy theory, equity theory and Job enrichment theory. Process theories stress the difference in people's needs and focus on the cognitive processes that create these differences. The teacher as a human being is an "economic-man", essentially motivated by economic or material reward. Given good rewards and appropriate motivation will enhance their productivity and performance in the school system for quality assurance to be guaranteed (Ejiogu, 2005).For the purpose of this study, the content theory (Maslow Hierarchy of Needs Theory and the factor theory of motivation) was adopted.

Maslow hierarchy of needs theory

Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that people are wanting beings, they always want more, and what they want depends on what they already have (Mullin, 2002).He postulated that human needs are arranged in a hierarchy of importance in five steps (see Fig 1).

The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan, 2005, Martin, 2001, Mullin, 2002). In work places such as in Ghanaian Senior High schools, teachers' need a decent salary to help them to fulfil this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame, 2001). Therefore,

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it is more likely that Senior High school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.

Fig 1: Maslow's hierarchy of needs
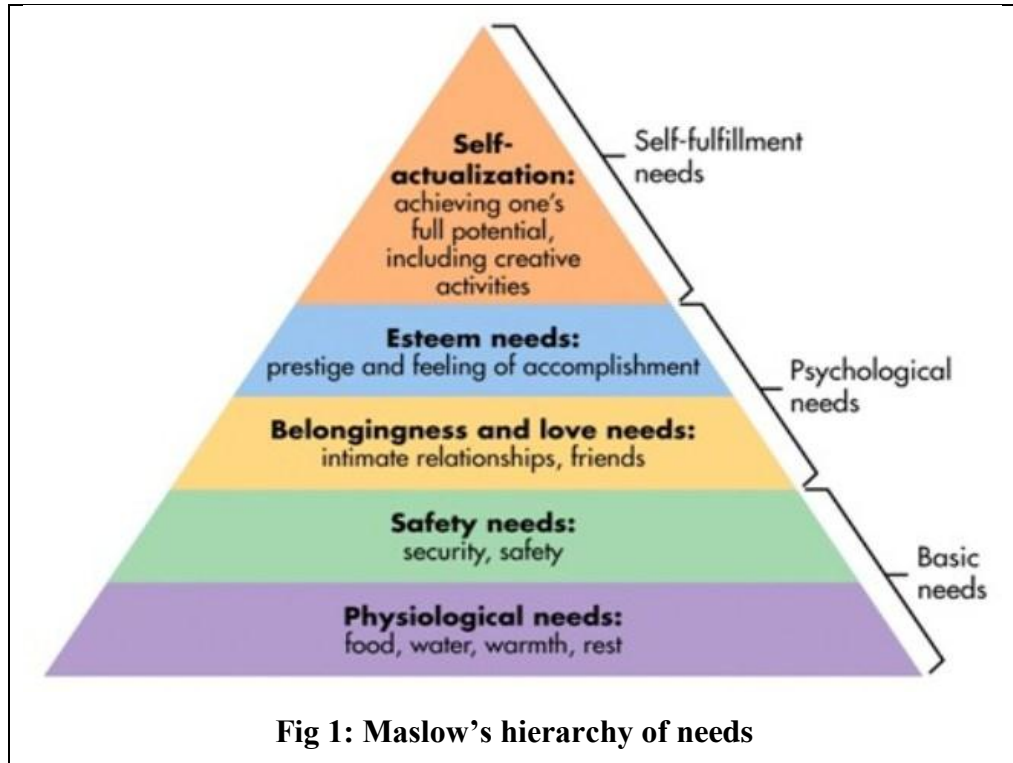
The second on the list is safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation and the need for predictability. In the school situation the safety needs manifest itself in the need for job security and safe working environment (Hannagan, 2005, Martin, 2001, and Mullin, 2002). Relating this to the Ghanaian education system could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others, often meet such needs. There is no doubt that this stage of the theory has ramifications for the present study where the study sought to find whether teachers were satisfied with other benefits such as medical bill refunds, transportation allowances and others.

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The third on the ladder of needs is variously known as love, belonging or social needs (Mullen, 2003; McShame &Von Glinow, 2005) .This include affection, sense of belonging social activities friendship and both the giving and given of love. In the school situation, these need manifest themselves in teachers" involvement in formal and informal groups and working in teams. For example, is the Ghanaian school teachers satisfied with their interpersonal relationships with their heads, colleagues, pupils" parents and circuit supervisors?

The fourth is called esteemed needs. These include both self-respect and the esteem of others. Self-respect includes the desire for confidence, strength, independence and freedom and achievement. Esteem of others involves reputation or prestige, status, recognition attention and appreciation from others. In the school situation, these needs manifest themselves in head teachers recognising the contribution their teachers make towards the running of the school. Teachers whose students do well in examination should be recognised and given award (Ingersoll, 2001). Thus, this theory is able to guide us in assessing whether primary school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country. The fifth and the last is self-actualization needs. This is the development and the realization of one's full potentials. It is about becoming everything that one is capable of becoming. Self-actualization is the highest need and is arguably hardly satisfied because of the quality work life in most schools (Kadzamira, 2006)

Implications of the theory for teachers

This theory is relevant to teachers in the study area because meeting the basic survival needs for food and shelter as well as security in is a major daily challenge for teachers in many countries. These can seriously impair the realisation of higher level needs without which effective teacher performance cannot be attained. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities.

Herzberg motivational-hygiene theory

According to Ejiogu (2000), Herzberg motivational-hygiene theory emerged as a result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants in Pittsburgh in the United States of America by Herzberg and his associates- Mousner and Snyderman in 1959. It is also one of the content theories whose basic tenet is that there is qualitative difference between those factors which relate to a person's job satisfaction and those associated with job dissatisfaction. The theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction and that job satisfaction and job dissatisfaction act independently of each other (Herzberg *et al.,* 1959).

Robbins (2006) suggested that he came out with a Two-Theory of Motivation to explain that there were two factors driving employee satisfaction in the workplace: motivation factors and hygiene factors. Hygiene factors, if lacking in a vocational environment, can lead to workers' job dissatisfaction. The role of hygiene factors is simply to prevent workers'

discontent. In other words, these factors do not lead to higher levels of motivation but, without them, there is dissatisfaction. Unlike hygiene factors, motivation factors can truly encourage employees to work hard and enjoy their jobs. Examples of hygiene factors are: interpersonal relations, job conditions, career stability, supervision, and guaranteed retirement fund. Whereas examples of Motivators are passion for the job, social responsibility, opportunity for advancement, respect, praise, recognition, and the feeling of achievement (Herzberg, 1966) (see Fig 2)

Fig 2: Herzberg motivational-hygiene theory
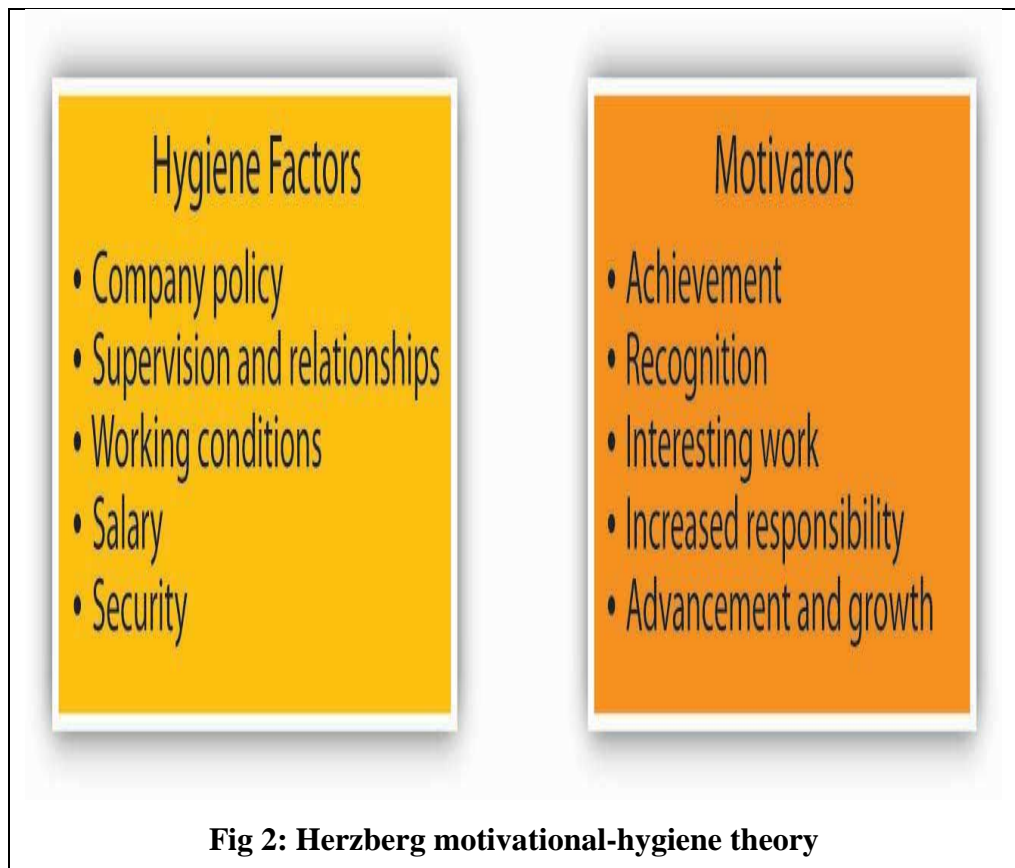
Peretomode (2001) asserted that some factors which he called dissatisfies negatively influenced workers efficiency, productivity and performance in an organization including the school; whereby the satisfiers influenced motivation and job satisfaction and such include: workers achievement, promotion (advancement) responsibility, the work itself,

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possibility of personal growth while factors such as workers salary, status, job security, working condition, company policy and administration, supervision, interpersonal relationships with superiors, subordinates and peers; if negatively applied caused dissatisfaction in the teachers and affected their productivity and performance.

In the school, factors which can lead to job satisfaction are known as motivators or satisfiers e.g. recognition in work place, job enrichment, advancement and achievement while such factors which can lead to job dissatisfaction are known as hygiene factors e.g. company policy and administration, strict supervision, interpersonal relations and bad working conditions. Teachers should be given such motivational factors (satisfiers) that will positively influence their performance, competence and productivity which will enhance quality assurance in the educational system. When the motivational factors are present and applied in a positive direction in a job situation, employees will experience the feeling of satisfaction but if absent workers will experience dissatisfaction (Kwapong, Opoku & Donyina, 2015)

Potential application of Herzberg's theory to teachers

The Herzberg's Two-Factor theory may be applied in this study in view of the following: different sets of motivational factors can motivate workers differently. By studying a set of intrinsic and extrinsic motivation factors as suggested by Herzberg, it is possible to understand which among these factors are mostly considered to be motivating for teachers' targeted by this study. The limitation of the Herzberg's Two-Factor theory is that it ignores the fact that people are heterogeneous in their needs and expectations (Tulsian & Pandey, 2008). Tulsian and Pandey (2008) maintain that it is not

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always that there is cause-effect relationship between satisfaction and performance. This implies that the Herzberg's theory fails to predict the possible role of the contextual or background factors that have nothing to do with what managers at workplace do or do not on what employees think or feel about their jobs. Aspects such as national laws and one's social and economic backgrounds could be important in the analysis of one's motivation at the work place.

Herzberg's Two-Factor theory is closely related to Maslow's Needs theory in that they both identify and classify human needs and state that these human needs have to be satisfied for the employees to be motivated (Rasheed, Aslam & Sarwar, 2010). The main distinction between these theories is that the lower level needs of individual such as food, shelter, job security are regarded by Maslow as having the power or potency to motivate workers. However, to Herzberg, these are just hygienic factors; if they are absent thereis dissatisfaction but their presence does not provide any motivation (Banerjee, 2005). This study is of the view that employees are likely to be motivated to effectively perform their jobs if both intrinsic and extrinsic factors are satisfied. Concept and definition of motivationis presented next.

Concept and definition of motivation

The concept of motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in the direction one wants them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one that satisfies their needs

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(Armstrong, 2007; Tracy, 2000) as cited in Ofoegbu (2004). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a; 2001b). The study of motivation is concerned with why people behave in a certain way. The basic underlying question is, why do people do what they do? Motivation is described as direction and persistence of action (Mullin, 2002). It is about why people choose a particular course of action in preference to others and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems (Ingham, 2000).

According to Dembo (2004), motivation is the internal process that gives behaviour its energy and direction. These goals include ones goal, beliefs, perception and expectation. He further asserted that the individual beliefs about the causes of one's failure and success on a present task influence his/her motivation and behaviour on a future task. Motivation causes people to make choices from available alternatives about how best to allocate their energy and time. People normally tend to be more motivated in activities or relationships that offer the greatest perceived reward. For example the desire for teachers who want to win the national, regional or district best teacher award motivates them to work harder (Armstrong, 2007).

In the view of Remez (2001), motivation is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness

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to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his/her goals. Motivation becomes strong when onehave a vision, a clear mental image of what one wants to achieve, and also a strong desire to materialize it (Dessler, 2005).

In this situation, motivation awakens and pushes one forward, toward taking action and making the vision a reality. Motivation can be applied to every action and goal. There could be motivation to study a foreign language, to get good grades at school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer. Motivation is present whenever there is a clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities(Robbins & Longton, 2003).

Motivation is one of the most important keys to success. When there is lack of motivation one gets no results, or only mediocre results, whereas when there is motivation one attains greater and better results and achievements. Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies; they will get absolutely different grades (Dessler, 2007). Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind(Mullins, 2002).

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Dessler (2001) indicates that motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduce layers of hierarchy, and jettisoned large numbers of employees throughout the process. These actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organizations have completely given up on motivation from the heart and rely instead on pay-for-performance and layoff threats. These strategies may have some effect (both positive and negative), but they do not capitalize on the employee's motivational potential (Mullins, 2006).Importance of motivation is presented next.

Importance of motivation

Randhawa (2007) argues that motivation is very significant in many ways. The author suggests that the importance of motivation can be described in the following ways:

1. **Higher performance level***: performance of an individual in the organisation is very important. Motivating employees make them give their best performance in the production process which helps in increasing productivity. Therefore, with high performance level, the organisation goals and individuals' goals may be achieved.

2. **Low absenteeism and employee turnover***: a motivated employee remains on the job for longer duration and his/her rate of absenteeism is also very low. When employees are properly motivated, they normally prefer to remain in the organisation thus bringing the labour turn-over to minimum.

3. **Optimum utilisation of resources**: a motivated employee will make the best possible use of different factors of production. By this, wastage is minimised and cost is reduced. This benefits organisations.

4. **Need and job satisfaction**: motivation helps in satisfying individual as well as group needs of employees. This motivates them to be committed to achieving goals of organisations. When the employees are properly motivated, they are likely to use their skills and knowledge up to their maximum ability, and deliver better results.

5. **Improved industrial relations**: when employees are motivated, the friction among themselves and between them and management is decreased. Employee motivation can potentially improve teamwork spirit, communication and cordial co-existence at workplace (Armstrong, 2006). Types of motivation are presented next.

Types of motivation

Generally motivation can be grouped into two, intrinsic motivation and extrinsic motivation. In doing professional duty as a teacher, motivation is very important because without motivation, the work being done will not achieve the objective and will not be done well. According to Mustafa and Othman (2010) when there is intrinsic and extrinsic motivation, teachers can always think positively, be innovative, and try to use new methods in teaching and learning.

Extrinsic motivation

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome (Ryan & Deci, 2000).

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Extrinsic motivation relates to what is done to or for people to motivate them. These include rewards such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay or criticism, (Armstrong, 2007). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training. It can have an immediate and powerful effect, but it will not necessarily last long even though, the anticipated pleasure continue to be a motivator even when the task to be done holds little or no interest (Armstrong 2010).

Aacha (2010) reported that the effects of monetary and non-monetary rewards on motivation of teachers are enormous with professional allowances having great significance in motivating teachers to do their work effectively. Mensah (2011) cited Akintoye (2000) who made the assertion that money remains the most significant motivational strategy. Guay, Chanal, Ratelle et al. (2010)in agreement to this indicated that teachers may be compensated through food, training, or special assistance such as shelter, transport but if they are not paid well they will not teach regularly. In agreement to this assertion, Armstrong (2010) indicated that extrinsic motivators can have an immediate and powerful effect on performance.

The five factors that keep teachers motivated and satisfied according to Nyarko, Twumwaa and Adentwi(2014) are: sufficient salary so that financial problems at home will be reduced; a more conducive room suitable for best teaching-learning outcomes; administrators keenness on the professional growth of the teachers, that who qualified for the next higher position should not be deprived of such privilege. The rest are, teachers should be allowed to

participate in seminars and workshops so that they will have a change of environment and always maintain a harmonious relationship and make sure that all the teachers are properly motivated and encouraged from time to time. Ampofo (2012) reported that extrinsic motivation such as lack of accommodation, inadequate teaching and learning materials, poor supervision by heads of Senior High Schools are the main causes of poor performance of teachers. This notwithstanding, Bishay (2006) made it clear that monetary incentives have been found to be unsuccessful in increasing motivation. However, if compensation is irregular or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilize the education system and decreases teacher absenteeism and turnover (Harackiewicz & Hidi, 2000).

Intrinsic motivation

Intrinsic motivation on the other hand is a motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grade (Wigfield et al, 2004). Intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2007). Dozier (2011) defined motivation as the internalized drive that is more dominant in an individual at a given moment. She argued that there is no way that a person can be motivated by another person. The only thing that a person can do to help a non-motivated individual is to be in a position to create an

environment that is conducive enough to aid in that person's realization of oneself by making a personal choice to respond to the inner motivation (Rabey, 2001).

Intrinsic motivation such as, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance, Bainbridge (2013) posits that intrinsic rewards such as recognition has the potential to create role models and communicates the standards of best professional practices. Intrinsic motivation brings about great performance (Aacha, 2010). Ryan and Deci (2000) rather define intrinsic motivation as a situation whereby people undertake an activity for its inherent satisfactions rather than for some separable consequence and in another sense they argued that intrinsic motivation exists in the relation between individuals and activities.

The lower self-esteem of teachers which is caused by their work and living environment, housing problems and others is generally de-motivating (Bennell, 2004) and it is also true that the absence of High pay scale, regularity of pay, in-service training programmes, P.T.A facilities, residence for teachers in the school locality are a reason for poor motivation but the presence of these does not guarantee motivation (Herzberg, 1964). For this reason, Aacha (2010) emphasised that, for employees to perform and have better results, a token of appreciation can go a long way to motivate them. In summary, extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life' are likely to have a deeper and longer-term

effect because they are inherent in individuals and not imposed from outside (Armstrong, 2010). Motivational strategies is presented next.

Motivational strategies

However, such strategies that will enhance teachers' motivation in the educational system as identified by Akale (2002) and Fredriksson (2004); include the following:

a) Staff development and training

b) Participatory decision making

c) Good working conditions; remunerations and salaries

d) Promotion as at when due

e) Job security

f) Recognition of teachers' profession (Teachers Professionalism)

g) Conducive working environment

h) Provision of adequate instructional materials/teaching aids

i) Financial rewards, awards, teacher's scholarship

j) Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

Staff training and development is one of the important motivational strategies that could be used to enhance quality assurance in the school system.

Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in

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preservice training, in-service training, on-the-Job training, workshop training,etc.

Ojedele and Fadipe (2009) giving analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Ghana calls for precipitation. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession (Ampofo, 2012)

Dartey-Baah and Amoako (2011) opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education. Pre-service and in-service training contribute to the professional improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well − trained and motivated teachers. Teachers are generally expected to contribute to the improvement of the society and to participate in its activities. Malik (2009)defines staff development as all the programmes designed for the continuing education of

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the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching – learning process and influences their performance by enabling them contribute their very best within the school programme.

Frediksson (2004) emphasized that teacher professional development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low performance schools. Poor public image of teachers where their status is not given recognition also affected their level of motivation and dedication to work.Shafiwu and Salakpi (2013) asserted that the status of the Ghanaian teacher seems to have plummeted further as the economic problems in the country have worsened. He further pointed out that teachers were singled out as the only group of public servants whose salaries and allowances could not be paid or delayed , sometimes for as long as one year.

This have led to several strike occurrences, lack of dedication to duty and non-chalant attitude to work whose resultant effect has also contributed to corruption, brain-drain in the educational system (Cobbold, 2009). Teachers have turned out to seek resolution of other greener-pasture within and outside the country. Teachers, he also pointed out are said to be motivated if they demonstrate genuine emotional investment in their jobs and express high productivity. According to Akale (2002), in National Teachers' Institute (NTI)

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teachers are the most important resource in educational programme. To ensure the best possible quality in the teaching workforce, the policies implemented by the government must take into account the interplay of certain critical variables that influence teachers' career such as pre-service training, recruitment policies, remuneration and continuing education programme. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in education. They should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. By way of motivation, they will enhance their commitment to the teaching profession. Kwaponget al. (2015) stating the importance of teachers' participation in decision making process in the educational system, revealed that it creates room for teachers' contributions to solving educational problems.

Teacher motivation

Teacher motivation has to do with teachers' attitude to work. Teacher motivation refers to those variables, factors that influence teachers to do things (Bennell, Bulwani &Musikanga, 2003).Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output (McKenna, 2000). This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools (Ofoegbu, 2004). In its more technical

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usage, teacher motivation is to be seen as a psychological concept. It is regarded as a process of organizing behavior in progress and channeling behaviours into specific course. It is a process of stimulating, channeling and sustaining behavior. According to Asemah (2010), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner.

Teacher motivation encompasses forces both within and external to the individual. According to Hicks (2011) the internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning. Peretomode (2001) opined that teachers' motivation relates to a purposiveand goal-directed behaviour, performance and attitudes towards work. Itincludes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Bennell & Akyeampong, 2007). Motivation of teachers in the educational system are of crucial importance and significance to the quality of educational innovation and delivery outcomes (Pilot, 2007).

Teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task

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(Rasheed et al., 2010). In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Qayyum & Siddique, 2003).

Fredriksson (2004) re-emphasized the importance of motivating teachers ontheir jobs using a study conducted by the Voluntary Service Overseas (VSO)in 2002, whose research report findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Nigeria. The study also observed that poor absolute value of the teachers' salaries was a significant factor influencing their motivation. Low salaries and bad working conditions always breed corruption. The research report findings also noted that "there is a strong link between teachers' motivation and quality performance and quality education, all involved in guaranteeing quality assurance in the Nigerian educational system (Ofoegbu, 2004).

Therefore, teachers performance in contributing towards learning is strongly influenced by teacher motivation and motivation which includes good working conditions, promotion, staff training and development, good salary and remuneration, participatory decision making, job security, recognition of performances and the teaching profession, financial rewards, scholarships and awards and provision of other facilities are strong tools for improving the status of teachers (Steers, Mowday & Shapiro, 2004).

Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the

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teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc. the implication is that school management should be more concerned with providing meaningful and challenging work, feeling or achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement as all these, among other motivators drive the teacher to be acting in desirable way (Hennessey & Amabile, 2005).

Teachers' motivation has great significance or value to the Ghanaian educational system in guaranteeing and aiding quality assurance. When teachers are highly motivated and adequate attention given to them, it adds value and quality to the educational system by raising its standards to rise to the expected level thereby ensuring quality teaching-learning outcomes and output (Bennell & Akyeampong, 2007; Kwapong et al., 2015). Teachers' motivation influences such other variables like quality output, quality performance, enhancing quality educational outcomes and instructional delivery (teaching); teachers' job satisfaction and productivity ;all which is of great significance to guaranteeing quality assurance in the educational system (Sharma & Jyoti, 2006).

However, when teachers influence the educational system positively, they intend to perform their task effectively and efficiently; and all educational goals will be achieved with positive outcomes and the outputs from the school system will be competent-vibrant, educated personnel's that will contribute immensely towards societal development and nation building, as such quality assurance is guaranteed (Tuffour-Kwarteng, 2014).

Teachers' motivation and teachers' performance

There is a wide range of views about teacher motivation in Africa, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions (Afful-Broni, 2012; Asim, 2013; Rasheed, et al., 2010).In Ghana, motivation takes the dimensions of hygiene factors and motivational factors (Afful-Broni, 2012; Ampofo, 2012; Asim, 2013; Bonsu & Kusi, 2013). Literature on the subject in a Ghanaian context indicates that teachers are much more motivated by the hygiene factors, particularly, salaries and allowances (Afful-Broni, 2012; Ampofo, 2012). However, the effect of the motivational factors on employee performance is also much appreciable (Afful-Broni, 2012; Osei, 2011).

Teachers have a major role to play in ensuring effectiveness in schools in every country. In every education system therefore, the quality of teaching and learning is contingent on the performance of teachers (Rasheed et al., 2010; Shah, Ur-Rehma, Akhtar, Zafar & Riaz, 2012). To maximize the performance of teachers in education sector, teachers and instructors with higher educational qualifications, often a minimum of a second degree in a suitable subject, are used (Shah et al., 2012;Rasheed et al., 2010). Moreover, every education system expects to use instructors and tutors with the highest educational qualification as a basis of effective teaching and learning in its environment. Training and exposure to research work are other basic measures

instituted by education sector to maximise the performance of teachers (Shah et al., 2012; Afful-Broni, 2012; Asim, 2013).

Empirical studies have shown that the level of education, training and exposure to research work are moderators of the performance of teaching staff in a HEI (Shah et al., 2012). Thus the actual driver of performance is motivation of teaching staff. Studies have shown that the performance of teaching staff in a schools is positively correlated to performance (Rasheed et al., 2010; Shah et al., 2012; Afull-Broni, 2012; Asim, 2013). This implies that as motivation for teachers is enhanced, their performance is also improved. This evidence is also supported in industry (Uzonna, 2013; Zameer,Ali, Nisar & Amir, 2014), and in both developed and developing countries (Uzonna, 2013).Specifically in the educational sector, the positive relationship between motivation and performance is moderated by training, level of education and research experience (Rasheed et al.,2010; Shah et al., 2012).

In this respect, training, level of education and research experience is more likely to make an effect on performance and its relationship with motivation. A personal survey of empirical studies confirmed that academic debate on the effect of motivation on the performance of teachers in Ghana is weak. Very few studies (e.g. Afull-Broni, 2012) have been conducted in this respect. After about four years of the implementation of the Single Spine Salary Policy (SSSP) in Ghana, a lack of empirical evidence on the effect of motivation on the performance of teachers is woeful. This is because the absence of this evidence clouds knowledge about how the policy has influenced performance among teachers in Ghana.

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A study in Ghana concluded by Bennell and Acheampong (2007) revealed that teacher morale is reasonably high. Only 13 percent of teacher respondents indicated that they did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession. Similarly, Okorley and Cofie (2013) in Ghana conducted a survey to examined how second cycle teachers of Ghana Education Service (GES) are motivated on their work-related behaviours in the Accra Metropolis. The study indicated that there was a positive relationship between salary and work-related behaviours. One other set of results showed a negative relationship between opportunity of training or development and work-related behaviours. Overall level of motivation on work-related behaviours was found to have positive relationship. Kwapong et al. (2015) in their study found that there is a significant positive correlation between motivation and performance among teaching staff of Ghanaian polytechnics, $r (408) = .892$, $p < .05$. In this respect, motivation accounts for 79.5% of the variation in performance. Moreover, *highest education attained* and the *research experience* of teaching staff influence both motivation and performance.

In Ghana, a study carried out by Shafiwu and Salakpi (2013) revealed that all teachers reported that teacher motivation affected student achievement and they believed it played a role in their student's achievement. A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent. Cheptoek (2000) carried out a study to establish

whether job satisfaction influences job performance among non- academic staff at Islamic University in Uganda. The current research established the influence of motivation on teacher's morale to perform. Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher - centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. Moreover, Ofoegbu (2004) examined teacher's motivation in Nigeria. Ofoegbu's findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if teachers were encouraged to attend conferences and seminars and favourable working environment provided.

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. Alam, and Farid, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

Factors that affect teachers' motivation

A study by Bennell and Acheampong(2007) in 12 countries, explores the key determinants of teacher motivation in developing countries. Eight areas are delineated, namely teacher and school accountability, security and conflict, the policy environment, teacher competence, vocational commitment

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and occupational status, pay, working and living conditions, and teacher and system management.

1. **Accountability**: The degree to which teachers are properly accountable to their clients (children and parents) and their managers(head teachers and district and national level managers) has a powerful influence on teacher motivation levels. In Ghana, in particular, the 'accountability culture' is very weak. The politicization of the teaching profession is perhaps the single most important reason for low teacher accountability in Ghana and affects nearly all aspects of job motivation including recruitment, deployment, promotion, and management control. Interestingly, lack of accountability is much less of a systemic problem in sub-Saharan Africa. In part, this is because teachers have not been heavily involved in party politics and patron-client relations are not as endemic as in Ghana. The higher level of accountability of non-formal 'community' schools to parents and the host communities is a key reason for their success. Communities have a sense of ownership of the school, which is largely lacking with government schools. However, these schools account for only a small share of total enrolments (Bennell &Acheampong, 2007).

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

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

Nearly all occupational groups consider either the amount of pay or employment security to be relatively important (Smith & Warner 2003). Recent research by Ingham (2000), suggests that individuals who believe they are inequitably paid are often dissatisfied with their jobs. The root of the desire for adequate pay is the desire of a person to satisfy his physical needs (food, shelter, clothing), though it can also entail much more than this. Money also serves as a symbol of achievement, as a source of recognition and a means of obtaining other values such as leisure (McClelland, 2001). To one, it is a status symbol yet to another, it allows greater freedom of action in all areas of life. The basis of the desire for equitable pay is the desire for justice or fairness. Other factors besides money and security have however been found to contribute to work motivation such as relationship with colleagues.

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Hoy and Miskel (2006) has asserted that teachers are motivated by the opportunity to get more money, especially teachers whose income fall short of meeting their lower needs of physiological and security needs. Teachers are not necessarily motivated by money; however the lack of it to meet their basic needs can frustrate and demotivate them. However, in the U.S poor salary is one of the most important reasons for leaving teaching (Ingersoll, 2001). He also observed that, low salaries and truncated salary scales are among the main reason that the most teachers leave the teaching profession. Allowances covering accommodation cost, uniform cost and utility bills included in teachers' salaries also form part of the motivation package for teachers in public pre-tertiary schools in Ghana. Because of this initiative the Government does not provide accommodation, uniform and pay utility bills for teachers. As a result, most of the teachers live in private houses and just a few are privileged to live in government houses and pay rent at the end of the month to the Government (Ingersoll, 2001|).

An annual medical allowance of about fifteen Ghana Cedis, which cannot pay for a single consultation with a doctor, is also due a teacher who produces genuine medical reports. A single consultation with a doctor may cost. As of 2011, a graduate professional teacher up to the professional rank of Assistant Director II (the third promotion after recruitment) for instance, takes about eight hundred Ghana Cedis as take-home salary per month depending on the person's added responsibility like principal of a basic school (primary or junior, senior

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high schools). The other responsibilities that goes with such remuneration are: Assistant Head (for both basic and senior high schools), Senior Housemaster/mistress, Housemaster/mistress, Heads of Department or Form Master/Mistress (for only senior high schools) (Nyarko et al., 2014).

Within the Ghana Education Service one key determinant of a teacher's salary is his or her number of years in a rank, technically called step or incremental jump. A step or incremental jump is a yearly salary increase that teachers get on the first of September each year in order to differentiate them from those on the same rank but juniors in terms of job experience. This means that two teachers could be in the same rank but their salaries could differ depending on who between them was promoted earlier. As stated earlier, the condition of low salaries perhaps compels most teachers to involve in part-time teachings and other engagements like selling of general goods at the market to earn extra income to augment what is received from the state to the detriment of their students (Okorley & Cofie, 2013).

3. **Teacher competence:** In all of the 12 case study countries, most head teachers as well as teachers themselves believe that teachers at their schools have the necessary knowledge and skills to perform their jobs well. The main implication of this finding is that teachers are not poorly motivated through self-perceived inadequacies in their capacities asteachers. Nonetheless, the demand to upgrade qualifications and attend in-service training (INSET) courses is still high (Bennell &Acheampong, 2007).

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4. **Working and living conditions:** All of the 12 country case studies highlight the huge impact that working and living conditions have on teacher morale and motivation and thus their classroom performance. The key factors are workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. Travel to work tends to be a much bigger problem for urban teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools. Very large class sizes are the norm for most teachers in all the case study countries. In countries such as India and Pakistan, rural schools typically have just one or two teachers. Not surprisingly, most teachers at these schools feel isolated and lack support and collegiality (Bennell & Acheampong, 2007).

5. **Teacher management:** Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teacher management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision. The findings of the country studies indicate that many teachers, and in some countries, the majority of teachers, do

not feel that they are well managed. Management training for schoo land other key managers tends to be minimal. Political interference in all types of management decisions is also rife in South Asia (Bennell &Acheampong, 2007)

Poor human resource management seriously de-motivates employees. Teacher management at the national regional and district levels is nothing short of chaotic in many countries. Teacher supervision is frequently very weak, especially in Ghana, where head teachers lack formal administrative control over teachers in their schools. There are invariably no effective performance appraisals and inspections are infrequent, especially in more remote schools (Bennell, 2004). Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like they are treated as children. The extent to which teacher grievances are addressed is also a key issue. Effective management training programmes for head teachers can however lead to noticeable improvements in teacher behaviour and performance.

We cannot talk about motivation without talking about people in the organization and how they are managed. This is because it is the proper management of the people, that high productivity is resulted. There are many factors in keeping people motivated. Freeman and Stoner (2002) opined that a common factor in motivation is the type of work employees do. Managers may think that if a teacher has a simple task that he will become efficient at it over time. However, it is also

important to look at the fact that doing the job that is the same day in day out can be boring. When teachers are given a job with varied tasks and ability they tend to stay more motivated. Sadly, most teachers are underutilized and do not get challenged or the ability to show their fullest potentials (Chandan, 2010).

Many people are goal oriented once a leader shows where the effort of the people should be focused (Freeman & Stoner, 2002; Chandan, 2010).They will response to deadlines and planning. It is a good feeling to have a concrete goal to shoot at. Having the ability to achieve goals can be very motivating. In a school, there may be specific planned goals. Attempts by many teachers within the organization to achieve the same goal can create a stronger drive to be successful. School managers should make sure those goals the set for their teachers are reasonable and attainable. The effects of having goals which are impossible to attain has reverse effects and can cause discouragement(Stoner, Freeman& Gilbert, 2002).

When goals are accomplished, many people like to get reward or benefit. Some goals create personal satisfaction upon completion naturally such as teaching and learning. Additional rewards such as salary increase, allowances and celebrations are also good reminders that individuals are appreciative of what they are doing. Reward work as well as motivating tool that teacher will go out of their way to make sure that they use and develop the kinds of things that are rewarded. For almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum,

and overlap and duplication of effort. Teacher supervision is frequently very weak, especially in countries such as India, where head teachers lack formal administrative control over teachers in their schools. There are invariably no effective performance appraisal and inspections are infrequent, especially in more remote schools (Stoner et al., 2002).

6. **Community factors:** Schools are located in communities and these communities play a significant role in the motivation of teachers. Community poverty in developing countries presents a huge challenge to teachers in under-resource schools where basic infrastructure and teaching and learning materials are not available (Kadzamira, 2006).Teachers serving in rural schools are faced with the challenge of meeting their basic physiological needs of food, shelter and clothing. Physical condition brought about by poverty makes daily necessities difficult to come by. Teachers in rural setting may face a lack of transportation and educational facilities. Recreation and opportunities for enrichment and personal advancement are often limited.

Kleop and Tarifa (2004) in their study found out those Albanian teachers were satisfied with their job because they felt highly respected in the communities where they live and work, were very well integrated in the communities where they work, and were frequently found in their students' families. This means that teacher parents' relationship has a profound impact on the teachers' perception of themselves. Community attitude to teachers can affect teacher motivation. Community support to teachers through parents of students in the community can be an added boost to the morale of teachers. It

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stands to reason that where the social distance between the teacher and the student is close, teachers are tend to be motivated but where the social distance between the teacher and the students are wide it tend to dissatisfies the teacher. Where teachers feel society is dismissive of the profession, their commitment is undermined. Promoting teachers 'en masse', without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers (Ingersoll, 2001).

7. **Study leave with pay**: Study leave with pay concept in Ghana is an opportunity given to teachers to pursue further studies mainly in the Universities and other tertiary institutions and still draw salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. The initiative is aimed at enhancing teacher professional development required for quality classroom delivery (Agezo, 2010). As a motivation policy, the Ghana Education Service grants the leave to all of its professional teachers.

However, preference is given to those who sacrifice to serve in deprived areas (countryside without access to basic social amenities like electricity, potable water, decent accommodation and good roads) to urban areas (cities or towns). In this sense, it takes teachers who serve in deprived areas a minimum of two years to qualify for study leave with pay as compared to a minimum of five years in the case of teachers who serve in urban areas. Also, priority is given to those who apply for study leave with pay to study in key areas like Mathematics, Science, Information and Communication Technology (ICT) and

English Language. Teachers who propose to study in other areas like; Ghanaian Language, Social Studies, Management and Accounting studies, Home Economics, Visual Arts directly related to classroom teaching and Educational Administration and Management are also considered on a priority basis.

8. **Teacher's advancement and promotions**: While it may seem logical that an employee could appreciate the opportunity of advancement offered by his company or organization, other employees could still be dissatisfied with the chances for promotion, simply because they do not exist. Such individuals' valued standards would depend upon personal ambitions and career aspirations. Alternatively, an individual might view the promotion system in their firm as unfair yet still be personally satisfied because he does not possess the necessary qualifications for promotion or does not have what is required to advance his career (Sargent & Hannum,2003).

The roots of the desire of promotion would include the desire for psychological growth, the desire for higher earning and the desire for social status to those who base their self-image on what others think of them. A study by (Smith & Warner 2003) suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. Advancement refers to actual change upward in status and can be realised through promotion. Advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Advancement is realised when a teacher is promoted to an assistant head teacher or a head teacher. Promotion has

a long lasting effect and therefore it is regarded as a strong element in job satisfaction. Promotion gives a sense of growth and the desire for promotion originate from the need for status, respect, security in the form of higher income, esteem and recognition in society(Tanaka, 2010).

A teacher qualifies to be the Head of a senior high school only when the person attains the rank of Deputy Director (the third highest rank). The various ranks in the Ghana Education Service from the lowest to the highest are: Superintendent II; Superintendent I; Senior Superintendent II; Senior Superintendent I; Principal Superintendent; Assistant Director II; Assistant Director I; Deputy Director; Director II; and Director I. A teacher with diploma certificate begins on the rank of Senior Superintendent II whiles a teacher with a Bachelor's degree begins on the rank of Principal Superintendent. A teacher with Master's degree also begins on the rank of Principal Superintendent. However, the teacher gets two incremental jumps of salary ahead of the colleagues.

Qualification for promotion in the Ghana Education Service depends on a number of conditions. First, the teacher must have a satisfactory work history for a minimum of three consecutive years including period of approved leave for those who accept posting and teach in deprived areas; and five consecutive years including period of approved leave for those who teach in urban areas. Second, the teacher must have a satisfactory appraisal from his or her supervisor who is normally the Head of the school in which a teacher teaches. If a Head

is seeking promotion, the person is appraised by the Director of Education of the district he or she serves. Third, the teacher must pass an interview. Available literature (Agezo, 2010), however, has indicated that the promotion initiative has not been effective in achieving its intended purpose of motivating the teachers.

Advancement refers to actual change upward in status and can be realised through promotion. Advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Advancement is realised when a teacher is promoted to an assistant head teacher or a head teacher. Promotion has a long lasting effect and therefore it is regarded as a strong element in job satisfaction. Promotion gives a sense of growth and the desire for promotion originate from the need for status, respect, security in the form of higher income, esteem and recognition in society(Salifu & Agbnyega, 2013).

Motivation and its impact on teachers' livelihood

Teacher motivation is positively correlated to their livelihood. Writing on designing support for beginning teachers, Stansbury and Zimmerman (2002) observed with greater concern that, a third of beginning teachers quit teaching within the first three years on their job. Low level of motivation which manifests itself in the form low wages, poor working condition, low recognition and poor management practices by superior officer's impact negatively on teachers' livelihood.

Teacher motivation initiatives in Ghana

The previous discussion looked at some key issues that have led to the lack of motivation among teachers in public pre-tertiary schools in Ghana. This section examines efforts that have been made by stakeholders to improve the working conditions of the teachers. The ensuing discussion therefore explicates motivation measures put in place so far by the Government and local communities to ameliorate the existing challenges.

National best teacher award scheme (NBTAS)

Over the years, evidence from the Ministry of Education documents has demonstrated Government of Ghana's commitment to enhancing teacher motivation for subsequent improvement in the quality of teacher professional practice (Ofori-Attah, 2007). One of these initiatives is the National Best Teacher Award Scheme (NBTAS), which was instituted in 1995 to acknowledge hard work and dedicated stewardship of teachers (Akyeampong & Asante, 2005; UNESCO, 2011). This award involves professional competitions at four stages: school, district, regional and national levels. The competition for this award starts with a nomination of deserving teachers at the school level by their respective heads to compete at the district level. The overall winner of a district competition represents the district at the regional level.

Similarly, the overall winner of a regional competition represents it at the national level (Akyeampong & Asante, 2005). At the national level, there are usually ten competitors representing the ten regions. Unlike the district and regional competitions that usually have fixed venues at the district or regional capitals, the venue for the national competition determined by the organizers

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which may fall in any of the ten regions but normally in the capital, Accra. A lot of criteria relating to professional competence and commitment are taken into account in the choice of a winner of this prestigious award. Some of which include the quality of lesson notes, teaching and learning materials, the quality of lesson delivery and classroom management techniques; and performance outcomes of students' among others (Akyeampong & Asante, 2005). The prizes at stake for this competition differ in magnitude and quality according to the stage of the competition. For instance, at the school level, winners may receive merit certificates and some small money, usually a hundred Ghana Cedis.

At the district level, winners normally receive fridges, roofing sheets, bicycles and tape recorders. At the regional level, winners normally receive prizes ranging from motorcycles to small cars. At the national level, the overall winner of the Best Teacher Award normally receives a beautiful two-bedroom house or money equivalent and a car which is more expensive and luxurious than that received at the regional level. The runner-up normally receives a car and cash prize lesser in value though (Akyeampong & Asante, 2005). This prestigious award has its own setbacks. The UNESCO synthesis report of 2011 focusing on 2002 presidential report on the National Best Teacher Award Scheme has indicated that teacher selection for this award is controversial. Many teachers have raised concerns about the selection processes and claimed the award does not extend the Government's appreciation to all teachers who are working hard for the country's educational development (UNESCO, 2006). The Government of Ghana has responded positively by proposing to have a more transparent process of selection and to

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expand the coverage to include not only teachers but also the schools that facilitated the award winner (UNESCO, 2011). However, up to date, the Government is yet to implement the proposal.

Quality education (teaching and learning)

The definition of quality education becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) cited in Ankomah, Koomson, Bosu and Oduro (2005) that all the elements associated with educational quality are interrelated. Moreover, questions regarding quality education generally may encompass important aspect of the educational system such as infrastructure, school buildings, administration, leadership, management, teacher training, educational materials, teaching, and student achievement (USAID, 2009).

Therefore, in defining quality of education, outcomes or results should not be the only focus for quality because the purpose of education is wide and varied based on the individual country (USAID, 2009). This complex situation makes even agreement on quality assessment results problematic. UNESCO as cited in Education for All (EFA) (2005) identified social change, the notion of life-long learning, relevance, and emphasis on science and technology as factors to improve the quality of education. UNICEF emphasizes five desirable dimensions of quality education: "learners, environment, content, processes, and outcomes that are founded on the rights of the whole child and all the children for survival, protection, development, and participation (UNICEF, 2000 cited in Ankomah et al., 2005).

In 1990 the World Declaration on Education for All (EFA), identified quality as a prerequisite for achieving the fundamental goal of equity. While

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the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. The conference recommended that the cognitive development of children should be emphasized as an indicator of quality education.

The Millennium Conference (The 2000 Dakar Framework for Action) expanded the definition of quality to include the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Dakar Framework for Action, (2000) cited in Ankomah et al, (2005), Etsey (2004) cited in Ankomah et al. (2005) showed that the quality of basic education is low in Ghana despite funding by international donors and different interventions to improve the quality of basic public education. According to Prater, Bermudez and Owens (2001), cited in Ankomah et al. (2005) there is a dramatic difference between the educational opportunities available to children in rural settings and those who attend school in towns, regional centers and the national capital.

Also, there is overwhelming geographical disparity between the southern, central, and northern zones of Ghana in every aspect of schooling. A study of private schools in Ghana by the Educational Assessment and Research Centre (EARC) (2002) shows that parents enroll their children in private schools because they believe the schools offer a better quality education and their performance was higher than public schools. The

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difference was attributed to the quality of supervision of instruction in private schools. Opare (1999) cited in Ankomah et al. (2005) also observed that monitoring and supervision of teachers work was more regular in private schools than in public Junior High Schools in Accra and Sekondi-Takoradi.

A study by Owusu-Ansah (2005) on time management in schools reported in Ankomah et al. (2005) also found that, while both private and public schools misused instructional time, the private schools better managed instructional time than the public schools'. Generally, what is common to all the studies is that the quality of education is low. It is lower in rural schools than in urban ones, and lower in public schools than in private schools could this be to due absence of some motivational packages in the schools or there is enough motivation at the schools to merit high quality education.

Conceptual framework

The purpose of the study was to examine the effect of teachers' motivation on the quality of teaching and learning in the Senior High Schools Cape Coast Metropolis. To address this problem, the study adopted the Maslow hierarchy needs theory and Herzberg's Two Factor Model whereby the analysis examine whether intrinsic and extrinsic factors can match teachers' perception on the factors they consider to be most important and most motivating to them. Because of the recognition of the inherent limitation of the two theory, the analysis also examines the possible role of background factors in explaining teachers' motivation.

Thus, the study involved two levels of analysis. The first level of analysis of the study involved both the intrinsic and extrinsic factors. Intrinsic factors according to Maslow (cited in Rutledge, 2008, p.33) are factors that

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activate the behaviour, yearning, or influences that initiate change within a being. The extrinsic factors on the other hand are the factors that serve to satisfy indirectly or from external environment. The first box on the top left of the conceptual framework (Figure 3) shows the intrinsic factors motivating teachers and below that is the box of the extrinsic factors motivating teachers. The last box on the right side shows the outcome of teachers' motivation on quality teaching and learning.

Figure 3: Conceptual framework on teachers' motivation factors

Independent variables

Intrinsic factors

- Achievement
- Recognition
- The work itself
- Responsibility
- Advancement
- Professional Growth

Extrinsic factors

- Supervision
- Working condition
- Interpersonal relation
- Salary/pay
- Company policy and
- Administrative and
  Leadership

Teachers Motivation

Quality teaching and Learning (Teachers performance and Students Performance)

CHAPTER THREE

METHODOLOGY

Introduction

This chapter covers methodological approach that was used to get answers to the research questions to achieve the research objectives. The chapter covered the research design, the population, sample and sampling procedure, the data collection instrument, data collection procedure and finally data analysis. The study aimed at examining the effects of teacher motivation on the quality of teaching and learning in Senior High Schools in the Cape Coast Metropolis.

Research approach

The study used only qualitative methods (sequentially) to collect primary data. The reason for doing so was to get in-depth understanding of the responses from the quantitative methods. Quantitative research is generally associated with the positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn (Cohen, Manion & Morrison, 2000). The main emphasis of quantitative research is on deductive reasoning which tends to move from the general to the specific(Thomas, 2004).Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to

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being answered using quantitative methods. Quantitative research generally focuses on measuring social reality (Creswell, 2009). Quantitative research and/or questions are searching for quantities in something and to establish research numerically. Quantitative researchers view the world as reality that can be objectively determined so rigid guides in the process of data collection and analysis are very important (Fraenkel & Wallen, 2001).

Research design

The main objective for the study is to investigate the effects of teacher motivation on the quality of teaching and learning in selected Senior High Schools in the Cape Coast Metropolis. The descriptive survey design was considered the most appropriate for the study. Descriptive survey is considered appropriate for this study due to the potential for generalizing the findings or making inferences on a population (Saunders, Lewis & Thornhill, 2003), as the selected Senior High School are just parts of a larger number of secondary schools in the country. The descriptive survey allows for generalizing the results to teachers in the rest of Senior High Schools in the country. Creswell (2003) also asserts that the descriptive survey involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. In view of the above assertions, a set questionnaires, as an instrument in descriptive research was used to collect data from the sample in order to answer the research questions posed and to make generalization as well (Thomas, 2004)

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Study area

The study area was Cape Coast Metropolis. Cape Coast Metropolis is in the Central Region of Ghana. The district covers an area of 770 km2. The Metropolis has five Government assisted Senior High Schools which are: Holy Child SHS, Mfantsipim School, Adisadel College, Aggrey Memorial, Wesley Girls High School with a teaching staff population of over 300. The study area was considered appropriate because of the low performance of teachers despite the various monetary and non-monetary motivators given to them. Besides, the area has a high concentration of primary schools.

Study population

Saunders et al. (2003) refers to target population as the entire group of specific respondent's or elements relevant to the research. In a different perspective, Fraenkel and Wallen (2001), posits that population is the group that the researcher is interested about for the purpose of generalisation. This is the target group about which the researcher is interested in gaining information and drawing conclusions. The target population of this study includes all Senior Secondary School teachers in Cape Coast Metropolis. There are over 300 teachers in all 10 public SHS in Cape Coast Metropolis. In all, 223 teachers from the five schools constituted the population for the study

Sample and sampling procedure

The sample frame for the study is all teachers in the five selected SHS in the Cape Coast Metropolis. Out of the target population of 223 teachers in the five selected public senior high schools in the Cape Coast Metropolis, a representative sample of 136 was selected for the study using Krejcie and

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Morgan (1970) sample size determination formula (see Table 1).The researcher adopted simple random sampling technique to select the schools for the study. This was to ensure that all the schools in the Metropolis were given equal chance of being selected. The schools, was selected using balloting. This was done by writing Yes" and "No" on papers. The papers was place in a container and mixed thoroughly. To ensure fairness, the supervisor was asked to pick the cards from the container. Those schools which was picked "yes" were selected for the study.

Table 1: Population and sample of teachers

School	Teachers Population	Teachers Sample
Holy Child SHS	38	23
Mfantsipim School	43	26
Adisadel College	52	32
Aggrey Memorial	48	29
Wesley Girls' High	42	26
Total	**223**	**136**

Source: Fieldwork (2015)

The researcher, employing the simple random sampling technique blindly picked five schools from the ten and from this five schools all the 136 teachers were chosen for the study. The 136 teachers was determined and computed using Krejcie and Morgan (1970) sample size determination formula. The teachers were selected through the simple random sampling technique. The teachers, was selected using balloting paper. This was done by writing „Yes" and "No" on papers and teachers were asked to pick the cards. Those who picked "yes" were selected for the study. The technique was used to ensure that each teacher had an equal chance of being selected.

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Research instrument

The data used was primary data and it was mainly questionnaire. The questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through careful review of related literature and worded with both closed and open-ended ones after the supervisor has scrutinized it. The questionnaire was development on five-point Likert Scale. This was to facilitate easy analysis of responses. Questionnaire was used as mode of collecting data because it was considered the most convenient and allows the respondents to answer the questions at their convenient time. The questionnaires have some open-ended questions because it provided opportunity for the respondents to express their views about motivation in schools and its effects on teaching and learning (See Appendix A)

Pre-testing of the instrument

The instruments were pre-tested at Sammo Senior High School of Cape Coast Metropolis in the central region with the same characteristics as those schools selected for the study. The pre-testing was done to determine the reliability and validity of the instrument. Items that showed ambiguity thus double meaning and difficulty were removed, before it was carried out to administer in the selected schools. The reliability co-efficient of the instrument was 6.8 which was considered valid and appropriate for the study.

Data collection procedure

The researcher visited the schools that were selected, sought permission from the Heads and introduced herself and the purpose of the visit. Questionnaire was given out to respondent personally and collected same. After distributing the questionnaires, the researcher had to embark on regular visits: some schools were visited three times, others were visited two times and others once before the completed questionnaires were retrieved. It took the researcher a day to distribute the questionnaires, Tuesday, 25th March, 2015. The questionnaires were collected on Thursday, 18th, Friday, 19th and Monday, 22nd April, 2015. A total of 136 questionnaires were distributed, all the questionnaires were retrieved back making response rate as 100 per cent.

Data analysis

The data to be gathered from respondents will be edited and coded, and statistically analyzed using the Statistical Package for Social Science (SPSS) software. The research being a descriptive survey, descriptive statistics was used to analysis the data. To make issues clear, percentages and frequency distribution tables were used to support the analysis of the major responses. To facilitate easy identification, the questionnaires were given serial numbers. The responses of items on the various scales in the different sections of the questionnaire were assigned values and scored accordingly. Research questions one to four were analysed using means and standard deviations. The responses for the items were measured on a four point Likert scale. The values assigned to the responses ranged from 1.00 to 4.00. The means and the mean of the standard deviation were computed and their numerical values gave the direction of the response to each of the four research questions.

Ethical considerations

There were a number of ethical considerations made during the study. Voluntary participation was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. Respondents could be harmed psychologically by questions bordering on their living and working conditions, attendance and punctuality to school, salary satisfaction and receipt of allowances. To avoid the psychological harm, questions were framed in a manner that was not offensive. They were assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents and schools, and replaced them with identification letters and numbers so that a follow-up could be made for clarification purposes if there was a need.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the discussion on the results and findings of the study. The results were presented in a tabular format using frequencies, percentages, mean and standard deviations. The chapter was organised in three main sections: the background of the respondents, motivation and quality of teaching and learning in the Senior High Schools in the Cape Coast Metropolis. For the background section, results were presented in frequencies and percentages, for the section on motivation and quality of education results were presented in means and standard deviations.

Background characteristics of respondents

The background profiles of the teachers were sought. These include, sex, age distribution, academic qualification, professional qualification and the length of service in the GES. The result was presented in Table 2.

Table 2 represents the background characteristics of the respondents. The respondents were first asked to indicate their gender. It turned out that 49(53%) of the teachers were male while 43(47%) were female. Out of 136 sample, 63.9% of the male teachers formed the majority whereas 36.1% of the teacher females. The disparity between male and female percentages could be attributed to the fact that, male teachers form the larger percentage of teachers who work in the Cape Coast Metropolis. Research by Davidson et al. (2005)

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showed that female-male composition of teaching and senior posts is not new: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions. From the findings of the study, it can be said that there are many male teachers in public secondary schools in Cape Coast metropolis.

Table 2:Background characteristics of respondents

Variables	Freq.	%
Sex of respondents		
Male	87	63.9
Female	49	36.1
Age distribution of respondents		
20-30 years	39	28.7
31-40 years	68	50.7
41-50 years	29	20.6
Academic qualification of respondents		
Diploma	23	16.9
Firs Degree	71	52.2
Postgraduate Degree	42	30.9
Highest professional rank of respondents		
Superintendent	17	12.5
Snr. Superintendent	37	27.2
Principal Superintendent	59	43.4
Assistant Director 2	23	16.9
Length of service of respondents		
1-5 years	13	9.6
6-10 years	43	31.6
11-15 years	54	39.7
16-20 years	26	19.1

Source: Fieldwork, 2015

Concerning the age distribution of teachers, it was found that 50.7% of the respondents fall within the age bracket of 31-40 year. This was followed

by 28.7% respondents who are in the age group of 20-30 years while 20.6% of the respondents indicated that they were in the age group of 41-50 years. The researcher found that majority of respondents in the study area belong to the age bracket of 31-40 years and 20-30 years which constitute Middle Ages. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition (Table 2).

As shown in Table 2, teacher respondents were asked to indicate their highest academic qualifications. It turned out that, the majority 52.2% of the respondents had First Degree, 30.9% of the respondents also revealed that they had postgraduate degree and that 16.9% had Diploma. From the findings of the study, it can be said that teachers in public secondary schools in Cape Coast Metropolis were qualified. The result of the present study shows that over 90% of teachers in the study area hold degrees. This high concentration of graduate teachers in the SHS could be as a result of easy access to higher education through distance learning and sandwich programmes by universities. These graduate teachers teaching in the schools are least motivated. They feel that their talents and capabilities are not fully utilised and are therefore always craving to teach in Tertiary institutions.

Concerning the professional ranks of teachers, it was found that, 43.4% of the respondents were Principal Superintendent. This was followed by 27.2% of the respondents who indicated that they were Snr. Superintendent. The study also found that 16.9% and 12.5% of the respondents were Assistant Director 2 and Superintendent respectively. Similarly, teachers were asked to indicate the period for which they had taught in school. It turned out that 39.7% of the respondents indicated that they had taught for a period between 11-15 years, 31.6% of the respondents had taught for a period between 6-10 years, 19.1% of the respondents had taught for a period between 16-20 years and that 9.6% had taught for a period between 1-5 years (Table 2). From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (2005) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment.

Research question 1: What motivational packages currently exist for teachers in senior high schools in Cape Coast Metropolis?

The main objective of this research question was to evaluate the main motivational packages in Cape Coast Metropolis for teachers. The result was

analyses and discussed using mean and standard deviations. The result was presented in Table 3.

Table 3: Nature of teachers' motivation in senior high schools

Variables	Mean	Std. Dev.
Nomination to received NBTA	2.68	1.23
I receive other allowances aside my monthly salary	2.49	1.15
I have ever being granted study leave to pursue further studies (Opportunities for training and development to staff)	4.33	0.17
I am promoted the next rank whenever I am due	4.06	0.86
Opportunity for advancement to the next rank was not very cumbersome or rigid	4.67	0.86
Materials, classroom environment as made available for teaching	4.95	0.26
I have prospects for career development in the teaching profession	3.56	0.76
Favourable attitude towards teaching and learning are achieved through warmth and professional atmosphere	4.99	0.92
Working conditions in the school is satisfactory	2.23	1.26
Teachers are recognize and rewards for their good performance	2.56	1.16
Teachers are given free medical care in case of ill health	2.13	1.14
The responsibilities I perform in the school make me feel significant in the school community	3.69	0.83
The atmospheric temperature of the classroom is convenient for majority of the students	2.12	1.04
Overall mean/Std. Dev.	41.90	11.64
Mean of Means/Std. Dev.	**3.22**	**0.90**

Source: Fieldwork, 2015

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(Survey scale: <=1.99 Strongly Disagree, 2.00-2.99 = Disagree, 3.00 = Neutral, 3.1-3.99 = Agree and 4.00- 4.99 = Strongly Agree)

The overall results in Table 3 show a mean of 3.22and a standard deviation of 0.90which implies that the teachers strongly agree that there is motivational packages in Senior High Schools. They were of view that they were motivated. The results implied that motivation was not vigorously carried out in Senior High Schools in the Cape Coast Metropolis. From the analysis, a mean score of (M=4.33; SD=0.17) indicate that teachers in the Senior High Schools were granted study leave to pursue studies that related to their teaching. This implied that teachers were allowed to develop themselves through further studies and this could serve as motivation. When these teachers are developed, it improves upon their quality of teaching and eventually results in quality learning. With a mean score of (M=4.06; SD=0.86), the results indicate that when teachers were due for promotion, they were promoted to the next most appropriate rank. Hence this therefore served as motivation for the teachers.

Majority of the respondents also indicated that there was favourable attitude towards teaching and learning were achieved through warmth and professional atmosphere. This gave a mean score of (M=4.99; SD=0.92) implying that the duty of the teachers were carried out in a professional manner signifying that teaching was professionally done and therefore providing quality learning in the Senior High School.The results indicate that opportunity for advancement to the next rank was not very cumbersome or rigid and teachers are not made to go through rigorous procedures for advancement, This means as soon as teachers identified opportunity that could

advance their capacity to teach, they were allowed to take advantage of the opportunity. The response of teachers on this variable was a mean score of (M=4.67; SD=0.86). This could include nomination of teachers for teaching-related seminars and conferences which were meant to improve their efficiency in the classroom.

The results further indicate that teachers in the Senior High School were not well motivated extrinsically in terms of financial rewards. Apart from their monthly salaries, there were no other allowances this can be inferred from the analysis. The mean score and the standard deviation were 2.489 and 1.15 respectively. This therefore implied that if teachers want to consider the receipt of other allowances to be motivated, they were not motivated since on other allowance is given to them. These findings are also consistent with the findings by Davidson (2006) which mentions low salary and lack of recognition of contributions of workers as among the key factors demotivating employees in organisations.

Regarding the availability of classroom, teaching and learning materials and conducive working environment, the teachers agreed that there were somewhat some materials and good teaching environment that promoted quality teaching and learning at the Senior High Schools with a mean score of (M=4.95;SD=0.26). The results also revealed that not many teachers were nominated to receive best teacher's awards at various levels. This gave a mean score of (M=2.68; SD=1.23). This means that, regarding nominations for award, the teachers were disagree that nominations were done in their schools.

From the various indicators that were analysed, it can be inferred that to some extent, some levels of motivation were been given to the teachers at the Senior High School and this helped to attain quality teaching and learning in the schools. The results confirmed by Peretomode, (2001) that a number of activities constituted motivation. Motivation is mostly intrinsic, according to Herzberg (1959) two factor theory and motivators. These however, are linked to extrinsic factors including financial rewards. Ahiauzu, at, el. (2011) also examined that motivation through rewards and incentives help the teachers to improve their job performance. Davidson (2005) found that bad working conditions have adverse effects in teacher's performance. It could be improve by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance. Bishay (2006) findings examined that level of satisfaction increases with the greater level of responsibility and found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem, recognition.

Research question 2: Teachers level of satisfaction with various motivational packages

The rationale for analyzing the general satisfaction of respondents is to enable the researcher draw relevant conclusions to make informed decisions about how teachers' level of satisfaction affect their performance either positively or negatively. Table 4 summaries the findings of teachers' level of satisfaction with regards to the motivational packages in the Cape Coast Metropolis.

Table 4 indicates the result of the teachers concerning their level of satisfaction towards the various motivational packages in the Senior High schools of Cape Coast metropolis.

Table 4: Teachers level of satisfaction with various motivational packages

Variables	Mean	Std. Dev
Nomination to received NBTA	2.13	1.07
Work itself	3.79	0.46
Advancement and promotion	2.87	1.23
Opportunities for professional growth	3.66	0.45
My status as a teacher in society	3.14	0.67
Responsibility for teaching and its outcomes	4.02	0.12
Work conditions	2.80	1.11
Teachers Medical allowances	1.91	1.42
Salary and Incentives	2.19	1.22
Achievement and Recognition of work performance	3.17	0.55
Inter-relationship with other staff	4.71	0.22
Overall Mean/Std. Dev	34.39	8.52
Mean of Means/Std. Dev.	**3.13**	**0.77**

Source: Fieldwork, 2015

(Survey scale: <=1.99 very dissatisfied, 2.00-2.99 = dissatisfied, 3.00 = neutral, 3.1-3.99 = satisfied and 4.00- 4.99 = very satisfied)

On average, the mean score of (M=3.13; SD=0.77) revealed that majority of the teachers are satisfied with the various motivational packages. The standard deviation value of 0.77 indicates that most of the teachers' responses are homogeneous. From Table 4, it was found that most teachers dissatisfied with Nomination to received NBTA (M=2.13; SD=1.07). The

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mean scores show that teachers are very dissatisfied with medical allowances (M=1.91; SD=1.42). They are also dissatisfied with salary and incentives (M=2.19; SD=1.22), work conditions (2.80; SD=1.11) and advancement and promotions (M=2.87; SD=1.23).The first three issues mentioned as very dissatisfying factors are all extrinsic (hygiene) factors followed by interplay of both extrinsic and intrinsic factors. However, some teachers within this second part of factors preferred to remain neutral. On the one hand, the results suggest that they are satisfied with work itself (M=3.79; SD=0.46), Opportunities for professional growth (M=3.66; SD=0.67), my status as a teacher in society (M=3.14; SD=0.67), Achievement and Recognition of work performance (3.17; SD=0.55). On the other hand, they were very satisfied with Responsibility for teaching and its outcomes (M=4.02; SD=0.12) and inter-relationship with other staff (relationship with the head, colleagues, students and general office staff) (M=4.71; SD=0.22).

It is interesting to observe that, the latter factors mentioned are all intrinsic factors. It is equally worthy of note that the responses contradict Herzberg's assertion that lack of hygiene factors causes dissatisfaction and its presence, no satisfaction and that only motivators cause satisfaction. The possible reason from this outcome could be that, both intrinsic and extrinsic factors cause both satisfaction and dissatisfaction simultaneously. This finding is supported by the work of Kinkard (2008). His study indicated that teachers are not satisfied with the work context factors, which from Maslow's hierarchy of needs are the basic necessities of life and Herzberg's hygiene factors. It is these same factors that teachers indicated that they are very necessary and presumably important to them. The implication of this finding is

that teachers are not given what is important to them in their workplace which could have serious consequences to the educational sector.

Research question 3: What factors teachers find most important for their motivation?

The third specific objective of the study was to identify factors teachers consider as most important and likely to motivate them to perform. The study identified several factors, both intrinsic and extrinsic and therefore consistent with Herzberg's Two Factor theory. The result was discussed and presented using means and standard deviation. The result was presented in Table 5.

Table 5*: Factors teachers consider as most important for their motivation*

Variables	Means	Std. Dev
Job security and working condition	4.01	0.44
Work itself	3.41	0.59
Opportunity for reaching ones potential and personal growth (professional Growth)	4.05	0.53
Opportunity for advancement and promotion	3.89	0.73
Achievement and Recognition of work performance	3.67	0.67
Responsibility and empowerment within the teaching job	2.13	1.15
Month salary, incentives and fringe benefits	4.19	0.37
Inter-relationship, my status, importance & influential	2.34	1.23
Overall Mean/Std. Dev	27.69	5.71
Mean of Means/Std. Dev.	**3.46**	**0.71**

Source: Fieldwork, 2015

(Survey scale: <=1.99 not very important, 2.00-2.99 = not important, 3.00 = neutral, 3.1-3.99 = important and 4.00- 4.99 = very important)

As shown in Table 5, it was found that the majority of the teachers perceives Month salary, incentives and fringe benefits (M=4.19; SD=0.37), Opportunity for reaching ones potential and personal growth (professional Growth) (M=4.05; SD=0.53) and Job security and working condition (M=4.01; SD=0.44) as the most important or very important motivational packages likely to motivate and influence them to perform. Furthermore, it was found that most of the teachers consider and perceived Opportunity for advancement and promotion (M=3.89; SD=0.73), Achievement and Recognition of work performance (M=3.67; SD=0.67) and Work itself (M=3.41; SD=0.59), as important motivational packages or factors that influence or motivate them to perform their work. However, it was found that majority of the teachers perceived Inter-relationship, my status, importance & influential (2.34; SD=1.23) and Responsibility and empowerment within the teaching job (M=2.13; SD=1.15) as not important motivational factors that could influence them to perform their work.

The findings of EFA report of 2005 revealed that teachers in developing countries often receive earnings that are insufficient at providing them with a reasonable standard of living. Regular payment of salaries and much lower pupil-teacher ratios are key reasons for this. Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and household survival needs to be met in developing countries. Indeed, careful analyses of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries. This is so because a

study conducted by Tasnim (2006) found Bangladeshi teachers to be dissatisfied with their salary levels. Also, Zembylas and Papanastasious (2004) in their study of Cyprus teachers found that salary was one of the issues which dissatisfied teachers. These findings point to the fact that the issue of teachers" salary must be taken seriously. Akinwumi (2000) cited in Adelabu (2005) found that what the typical low-income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance. This perhaps better explain teachers inclination to not to find their pay sufficient and also their frequent calls for salary increment.

Indeed, literature for instance Armstrong (2006) suggests that employees are likely to stay long at work places and motivated to work if they are provided with adequate supporting infrastructure such as good office space, that are well ventilated, with adequate light and fixed with all necessary appliances. A study conducted by Bennel and Mukyanuzi (2005) confirms the above findings by reporting that living condition for most teachers are not satisfactory, and that the availability of houses with reasonable quality nearby schools is one of the key issues that need be solved. The work environment is another important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force (Adelabu, 2005). Facilities in most schools are dilapidated and inadequate as noted by Adelabu (2005) and Sanusi (1998) cited in Adelabu (2005). In this respect, most of the available empirical studies (e.g. Ali et al., 2012; Bonsu & Kusi, 2013; Mahmood & Mahmood, 2010;

Salleh et al., 2011; Zameer et al., 2014; etc.) on the subject indicate that motivation positively influences performance of teachers.

Research question 4: Teachers' perception towards quality teaching and learning

The responses were analysed and discussed using means and standard deviation to determine the level of perception of teachers towards quality teaching and learning in the Senior High. The result was presented in Table 6.

Table 6: Teachers' perception towards quality teaching and learning

Variables	Mean	Std. Dev.
Content, learners characteristics and availability of systems are relevant for quality teaching and learning	4.13	0.66
Quality teaching and learning will be attained based on level of interventions in education system	3.96	0.75
When teachers are well motivated quality teaching and learning will achieved.	4.03	0.70
Quality teaching and learning does not depend on supervision and time management.	2.90	0.82
Community support, attitude towards teachers do not affect quality of teaching and learning.	4.10	0.79
Training and development influence quality teaching and learning and educational outcome	4.08	0.74
Quality teaching and learning goes with teachers always coming to class with lesson.	3.98	0.77
Quality teaching and learning depends largely on testing and examination of students and feedback to students	4.06	0.55
Quality teaching and learning will be achieved when there is regular attendance to class lessons by teachers and students	3.73	0.79
Overall mean /Std. Dev	34.97	6.57
Mean of Means/ Std. Dev	**3.89**	**0.73**

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(Survey scale: <=1.99 strongly Disagree, 2.00-2.99 = Disagree, 3.00 = neutral, 3.1-3.99 = Agree and 4.00- 4.99 = Strongly Agree

Observably, from Table 6, the overall average mean score for teachers' perception towards quality teaching and learning was (M=3.89) with a standard deviation of (SD=0.73). The result shows that the teachers agree that the variables that were measured depends quality teaching and learning in Senior High Schools in the Cape Coast Metropolis. From Table 6. It was observed that the majority of the teachers strongly agreed (M=4.13; SD=0.66) that Content, learners' characteristics and availability of systems are relevant for quality teaching and learning. Perhaps quality of the students that were admitted tells the level of understanding these students will exhibit in the classroom as the teachers teach and the content of materials being used and the content delivery also add to the achievement of quality education. Most teachers strongly agreed (M=4.03; SD=0.70) to the statement that when teachers are well motivated quality teaching and learning will achieved. This implies that teachers will do their best to ensure that effective teaching is done and also encourage students to learn.

From Table 6, it was found that most teachers strongly agreed (M=4.10; SD=0.79) that community support, attitude towards teachers do not affect quality of teaching and learning. The individual's responses were clustered around the mean of score, indicating that they do not regard the support and attitudes of the community as the basis for attainment of quality education. This implies that whether or not the community supports the schools in their catchment area does not really contribute to the realization of quality education. It was noted that majority of the teachers strongly agreed

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(M=4.08; SD=0.74) that training and development influence quality teaching and learning and educational outcome. Allowing teachers to go for further studies will enable these teachers to gain new knowledge regarding their subject area which eventually lead to quality education.

It was realized from Table 6 that majority of the teachers strongly agreed (M=4.06; SD=0.55) to the statement that Quality teaching and learning depends largely on testing and examination of students and feedback to students. Most of the teachers were found to agree (M=3.98; SD=0.77) to the statement that quality teaching and learning goes with teachers always coming to class with lesson. It was found that most of the teachers agreed (M=3.96; SD=0.75) that Quality teaching and learning will be attained based on level of interventions in education system. This implies that less is achieved when it comes to various interventions in the educational sector. Interventions are done to the system for the purpose of improving the system and achieving quality but the results show less is achieved. To the statement "Quality teaching and learning will be achieved when there is regular attendance to class lessons by teachers and students, it was found that the most of the teaches agreed (M=3.73; SD=0.79) to the statement.

These findings were in lie to the study of Davidson (2006) who shows that teachers play great role in providing quality education in any place. To what extent this will be realised will depend on among other issues the way the community does perceive the profession in that particular community. Etsey (2004) cited in Ankomah et al (2005) showed that the quality of education is low in Ghana despite funding by international donors and different interventions to improve the quality of public education. According

to Kraft (1995) cited in Ankomah et al (2005) there is a dramatic difference between the educational opportunities available to children in rural settings and those who attend school in towns, regional centers and the national capital**.**

Research question 5: What is the influence of these motivational packages on quality teaching and learning?

The study sought to determine the impact of motivational packages on quality teaching and learning in the Cape Coast Metropolis. The objective was achieved through the analysis Correlation and regression as illustrated in Table 7 and 8.

Table 7: Correlations analysis between motivational packages and quality teaching and learning

Variables		Quality teaching and Learning
	Pearson Correlation	0.848*
Motivational Packages	Sig. (2-taled)	0.000
	N	136

Note. **. Correlation is significant at the 0.05 level (2-tailed).

As shown Table 7, correlation measure strength and the direction in the linear relationship between the two variables (motivational packages and quality teaching and learning). It was found that motivation packages is strongly and positively (r=0.848; sig. =0.00) with quality teaching and learning. The analysis revealed that there was a positive relationship between teacher's motivation and quality teaching and learning. The correlation proved that there is a strong and high positive correlation between motivation and quality teaching and learning in the SHS of Cape Coast Metropolis. As motivation increases, the level of quality teaching and learning also increases.

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Here, the findings of the study agreed with the findings of Mustafa and Othman (2010), who also found significant relationship among motivation and performance. Regression analysis is also used to examine the influence of motivation on quality teaching and learning (see Table 8).

Table 8: Simple Regression Analysis on effect of Motivational packages and quality teaching and learning

Model	R	R Square	Adjusted R-Square	B	Std. Beta	t-value	F-Test	p-value
	0.848[a]	0.720	0.717	0.994	0.848	17.251	97.61	0.000[a]

The results show that there was a significant Variance of teacher's motivation to assess quality teaching and learning which was F=97.61 and p= 0.000. The result indicates teachers' motivational packages had strong and high positive effect on quality teaching and learning (R^2=0.720, b=0.848, t-value=17.251, p-value=0.000). R^2 indicates the degree of association between motivational packages and quality teaching and learning. On the basis of analysis, it was found that 72% variance in quality teaching and learning is being accounted by motivation. This implies that for every unit increase in motivational packages, there is corresponding increase in quality teaching and learning by 72%. Also, 72% increase in quality teaching and learning is attributed to teachers' motivation. In this situation, there was a possibility of other percentage residual which was about 28% contributed by other factors that were not measured in this study.

Here, the findings of the study agreed with the findings of Mustafa and Othman (2010), who also found significant relationship among motivation and performance. Ahiauzu, at, el. (2011) also examined that motivation through

rewards and incentives help the teachers to improve their job performance. Teachers in public schools are not well motivated that could affect their performance. There may be deficiencies of lacking motivation and good performance that would be bad environment and working conditions job dissatisfaction, bad leadership of principals or head teachers, etc. Davidson (2005) found that bad working conditions have adverse effects in teacher's performance. It could be improve by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance. Two factor theories stated that satisfied employees are better motivated and achieve their targets efficiently as compared to dis-satisfied employees. Bishay (2006) findings examined that level of satisfaction increases with the greater level of responsibility and found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem, recognition.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides summary of the key findings, conclusions made from the results and offers recommendations to public Seniors High Schools and particularly to Ghana Education Service and Ministry of Education. It also recommends areas for further researches.

Summary of the research process

The study examined influence of motivation on quality of teaching and learning in selected Senior High Schools in Cape Coast Metropolis. Specifically, the study looked at the motivational packages that currently exist in the Senior High Schools, factors teachers perceive most important influencing them to perform, teachers perception of quality teaching and learning and the effect of teachers' motivation on quality teaching and learning. A descriptive survey was used in the study. A sample of 136 teachers was selected from the population of 223 teachers from five selected SHS in Cape Coast Metropolis. Questionnaire was the main instrument for data collection. Data was analysed using (SPSS version 16.0). The results were presented using descriptive (mean, standard deviation, frequency and percentages, Pearson correlation and simple regression analysis tools.

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Key Findings

1. The study found that teachers agreed (M=3.22; SD=0.90) that there is motivational packages in Senior High Schools of Cape Coast Metropolis. Some of the motivational packages were: Nomination to received NBTA, Salary, allowances and incentives, Opportunities for training and development, promotions and advancement, working conditions, responsibilities, recognition and rewards.

2. The study revealed that, on average, the teachers are satisfied (M=3.13; SD=0.77) with the various motivational packages available in the Cape Coast Metropolis.

3. The study found that majority of teachers (M=3.46; SD=0.71) perceivedJob security and working condition, Work itself, Opportunity for reaching ones potential and personal growth (professional Growth), Opportunity for advancement and promotion, Achievement and Recognition of work performance and Month salary, incentives and fringe benefits as very important which determine their performance

4. The study found that, on average teachers have positive perception (M=3.89; SD=0.73) towards quality teaching and learning. They believed (M=4.03; SD=0.70) that when teachers are well motivated quality teaching and learning will achieved

5. It was found that motivation packages is strongly and positively (r=0.848; sig. =0.00) with quality teaching and learning. The result indicates teachers' motivational packages had strong and high positive effect on quality teaching and learning (R^2= 0.720, b=0.848, t-value=17.251, p-value=0.000). R^2 indicates the degree of association

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between motivational packages and quality teaching and learning. On the basis of analysis, it was found that 72% variance in quality teaching and learning is being accounted by motivation.

Conclusions

Motivation is an essential tool and its implementation leads to effective and efficient teaching and learning hence attainment of quality education. It is explicitly clear that the following motivational packages are available in Ghana Education Service: monetary incentives, opportunity for further studies, flexibility in job design and empowerment. This implies that motivation packages and strategies were available to teachers at the Senior High School levels. This implies that the continuous implementation of motivational packages will enhance quality education in the Ghana Education Service. The study found that teachers are satisfied with the various motivational packages. This implies that teachers' motivation seem to depend on different factors as mentioned above; thus the extent to which teachers will be highly or lowly motivated will depend on the way the government will effectively work on these factors in an attempt to address teachers problems. Thirdly, the findings have shown that secondary school teachers are motivated in Cape Coast Metropolis with the motivational packages and that they are highly satisfied with the way they are motivated. The low motivation of teachers in Cape Coast Metropolis is associated with their high level of dissatisfaction on the motivational factors such as working condition, policies on secondary education, financial compensation, work promotion, community's perception towards teaching professional and recognition.

A most important conclusion of this study is that the findings overwhelmingly support Herzberg's Two Factor Theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and wellbeing. However, the findings challenge Herzberg's suggestion that lowering intrinsic motivations would not decrease staff motivation. On the contrary, as this study confirms via questionnaire responses that teachers considered both intrinsic and extrinsic motivation as equally important in the sense that absence of any of two categories would certainly depress the teachers or lead to their job dissatisfaction and hence demotivation to perform. Finally, from the results of the regression analysis, there was a positive correlation between motivational factors and teacher performance. Meaning whenever teachers are motivated they can deliver.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made

1. Motivation of teachers' should be considered as a major driving force by those in charge of implementation of educational policies so as to bring about needed performances on the part of students.

2. It is recommended to government and Ministry of education (MOE) that for effective motivation of teachers, teachers' salary and other remuneration should be paid adequately and promptly. Since employees depend on monthly salaries to satisfy their physiological needs, the government and MOE should ensure prompt and regular payment of salary to the employees. The government and MOE should

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ensure that the employees are well paid and on time for the employees to satisfy their basic and pressing needs in life; and work hard to ensure high job performance.

3. It is recommended that the government, MOE and school administrators should give attention to the motivational incentives of the workers. The government, MOE and school administrators should note that the allowances, fringe benefits, promotions, merit awards and in-service trainings are very crucial incentives which poke the workers to work hard. Fringe benefits, allowances, better pension package, bonuses, end of service benefits, accommodation free medical care and anything that will make the teaching profession enviable should be codified into the condition of service of teachers. Hence, a reduction or non-payment of the incentives can cause a serious damage to the schools and low level of teachers performance

4. It is recommended to MOE and school administrators that working conditions in schools should be improved. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and job performance through quality teaching and learning. This can be achieved by ensuring that there are adequate teaching and learning resources. Adequate teaching and learning materials should be provided to improve teaching and learning. School heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment.

5. Teachers' performance should be recognized by both government and the communities where teachers' work. The inspectorate division of GES should get thing done right through circuit supervisors by visiting schools regularly to get first-hand information. Awards organized at district and community's levels to encourage teachers should be broad based to cover a mass of the teachers instead of the current situation where few teachers are heavily rewarded.

6. The Cape Coast Metropolis should work hand in hand with the Central government to make sure that the implementation of the government's plans and strategies towards improving teachers' conditions are made possible with the proper allocations of funds and grants to the Metropolis.

Recommendations for further research

1. This study was carried out in public secondary schools in Cape Coast Metropolis to examine the effect of teachers' motivation on quality teaching and learning. The researcher therefore recommends that another study be done in other districts on the effect of school leadership style on teacher motivation which was not the concern of the study.

2. The study was based on the Herzberg Two Factors Model in identifying factors motivating teachers most, thus, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers' motivation in Ghana.

3. In addition to the above, little has been conducted in Ghana especially with the use of qualitative research techniques to solicit information on teachers' opinions and attitudes regarding teachers' motivation. Thus, more qualitative research is therefore recommended for future studies.

4. It is perceived that private schools perform better than public schools at all levels. The study was situated in the public schools of Ghana Education Service.   Future studies could look at quality of teaching and learning in the public schools the private schools and examine what will be the likely course of the difference if they exist.

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APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE FOR TEACHERS

Dear Respondents

This questionnaire focuses on the effects of teacher motivation on the quality of teaching and learning in Ghana education service in Senior High Schools in the Cape Coast Metropolis in the Central Region of Ghana. The purpose of the questionnaire is to find out the things that would make teaching a more satisfying job. You are assured of absolute anonymity in responding to this questionnaire. Please be as candid and objective as possible in your response. Thank you.

Instructions: Please write or tick (√) the appropriate responses.

SECTION A
Biographic data

1. Sex   a) Male   ( )   b) Female   ( )

2. Age   a) 20-30   ( )   b) 31-40   ( )

               c) 41-50   ( )   d) 51-60   ( )

3. Highest academic qualification/Current Form

   a) Diploma   ( )   b) First Degree   ( )

   c) Postgraduate Degree ( )   d) Others (Please specify)………………

4. Highest Professional Rank

   a) Superintendent   ( )

   b) Snr. Superintendent   ( )

   c) Principal Superintendent   ( )

   d) Assistant Director 2   ( )

   e) Other, please specify……………………………..

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5. For how long have you been teaching in your present school?

    a) 1-5years (   )   b) 6-10years   (   )

    b) 11-15 years (   )   d) 16-20years (   )

SECTION B
Motivational Packages

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement concerning motivational Packages provided in Cape Coast Metropolis. Use the scale below:

        1=Strongly Disagree
        2=Disagree
        3=Neutral
        4=Agree
        5=Strongly Agree

Statements	1	2	3	4	5
6. Nomination to received NBTA					
7. I receive other allowances aside my monthly salary					
8. I have ever being granted study leave to pursue further studies (Opportunities for training and development to staff)					
9. I am promoted the next rank whenever I am due					
10. Opportunity for advancement to the next rank was not very cumbersome or rigid					
11. Materials, classroom environment as made available for teaching					
12. I have prospects for career development in the teaching profession					
13. Favourable attitude towards teaching and learning are achieved through warmth and professional atmosphere					
14. Working conditions in the school is					

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	1	2	3	4	5
satisfactory					
15. Teachers are recognize and rewards for their good performance					
16. Teachers are given free medical care in case of ill health					
17. The responsibilities I perform in the school make me feel significant in the school community					
18. The atmospheric temperature of the classroom is convenient for majority of the students					

SECTION C
Teachers' satisfaction with various motivational Packages

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you are satisfy or dissatisfy to the following statement concerning motivational Packages provided in Cape Coast Metropolis. Use the scale below:

1=Very Dissatisfied
2=Dissatisfied
3=Neutral
4=Satisfied
5=Very Satisfied

Statements	1	2	3	4	5
19. Nomination to received NBTA					
20. Work itself					
21. Advancement and promotion					
22. Opportunities for professional growth					
23. My status as a teacher in society					
24. Responsibility for teaching and its outcomes					
25. Work conditions					
26. Teachers Medical allowances					
27. Salary and Incentives					
28. Achievement and Recognition of work					

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	1	2	3	4	5
performance					
29. Inter-relationship with other staff					

SECTION D
Factors teachers consider as most important for their motivation

The following are motivational factors expected in organizations. Indicate how these factors motivate you in your job as a teacher. Indicate their strength of motivation to your job performance by ticking appropriately. Use the scale below:

1=Not Very Important
2=Not important
3=Neutral
4=Important
5=Very Important

Staements	1	2	3	4	5
30. Job security and working condition					
31. Work itself					
32. Opportunity for reaching ones potential and personal growth (professional Growth)					
33. Opportunity for advancement and promotion					
34. Achievement and Recognition of work performance					
35. Responsibility and empowerment within the teaching job					
36. Month salary, incentives and fringe benefits					
37. Inter-relationship, my status, importance & influential					

SECTION D
Quality teaching and learning

Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement concerning Quality teaching and learning in Cape Coast Metropolis. Use the scale below:

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1=Strongly Disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly Agree

Statements	1	2	3	4	5
38. Content, learners characteristics and availability of systems are relevant for quality teaching and learning					
39. Quality teaching and learning will be attained based on level of interventions in education system					
40. When teachers are well motivated quality teaching and learning will achieved.					
41. Quality teaching and learning does not depend on supervision and time management.					
42. Community support, attitude towards teachers do not affect quality of teaching and learning.					
43. Training and development influence quality teaching and learning and educational outcome					
44. Quality teaching and learning goes with teachers always coming to class with lesson.					
45. Quality teaching and learning depends largely on testing and examination of studentsand feedback to students					
46. Quality teaching and learning will be achieved when there is regular attendance to class lessons by teachers and students					

APPENDIX B

UNIVERSITY OF CAPE COAST
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES

Telephone   (03321) 32440/32444 Ext. 219/220
Direct   (03321) 37870
Telegrams: University, Cape Coast
Telex: 2552, UCC, GH

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our ref: SB/DMS/M.2/ V.4/5

Date: 17th April,2015

Your ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER- MISS JEMIMA ODELIA AZAKPE

The bearer of this letter, Miss Jemima Odelia Azakpe, is an MBA (Human Resource Management) student of the School of Business. She is writing her dissertation on the topic "The Effect of teacher motivation on the quality of teaching and learning in Senior High Schools in the Cape Coast metropolis."

We would be grateful if you could help her with the necessary assistance she may need.

We appreciate your co-operation.

Yours faithfully,

F.O. Boachie-Mensah
HEAD
THE HEAD
I .. T. OF MANAGEMENT STUDIES
UNIVERSITY OF CAPE COAST
CAPE COAST

NO

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