

UNIVERSITY OF CAPE COAST

TEACHER MOTIVATION IN SELECTED SENIOR HIGH SCHOOLS  
IN THE KWABRE DISTRICT OF THE ASHANTI REGION

BY

GLORIA TAWIA-ARMAH

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

JUNE, 2010

## DECLARATIONS

### Candidate's Declaration

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

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

Candidate's Name: .....

### Supervisor's Declaration

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

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

Supervisor's Name: .....

## ABSTRACT

The classroom teacher is the key to the quality of any educational system. Serious motivational problems are affecting teachers in Ghana at both the junior and senior high school levels. The current levels of motivation have resulted in increased teacher absenteeism, high teacher turnover and professional misconduct. Many graduate teachers are being lost from the educational system as they leave for better paying jobs in the private sector or join other departments where promotions prospects are perceived to be better. The study set out to examine the level of motivation of teachers in the Kwabre District of the Ashanti region and its impact.

Data were collected from a sample population of eighty-one teachers from four schools out of the seven in the District, and respondents were randomly selected to respond to a set of structured questionnaires. The responses revealed that the teachers in the District were only satisfied with two things namely: the attention given to their personal welfare needs, and the geographical location of the District in the region for economic reasons. Fifty percent of the teachers would still choose the same district if they were fresh graduates, with the remaining fifty percent claiming otherwise.

According to the teachers, to improve upon the level of motivation in the district, the Ministry of Education, Science and Sports and the District Assembly could introduce good incentive packages for teachers, improve their physical working environment as well as adopt the right policies that will make the teaching work more challenging, among others.

## ACKNOWLEDGEMENTS

I am very grateful and wish to express my sincere appreciation to my supervisor, Drs. Nana Ghartey for his thoughtful comments and reviews, constructive feedback and useful suggestions, among others, that brought this dissertation to completion.

I am also indebted to my husband Daniel Papa Arthur, and our children Nana Nsadu, Josh King and Ewuresi for the sacrifice they made to enable me complete this work and also bringing more to my life than I can ever say.

Several other individuals also deserve special thanks and recognition and they are my sisters Rosa, Ade and Jose for their contributions and criticisms. I will be very ungrateful if I don't make mention of Mr. Yaw Asiedu-Danquah and Mr. Kobina Quakye for their invaluable assistance.

Lastly, to Ms. Portia Ofori, Mrs. Hilda Darku and Mrs. Charity Kwakye all of State Housing Company Ltd, for typing and arranging the work.

## DEDICATION

This dissertation is affectionately dedicated to my dear husband, Daniel Papa Arthur and my late Dad, J. E. K. Armah whose love and devotion make life worth living.

**TABLE OF CONTENTS**

<b>Content</b>	<b>Page</b>
TITLE PAGE	i
DECLARATIONS	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Introduction	1
Background to the study	1
Statement of the problem	4
Significance of the study	5
Objectives of the study	6
Research questions	7
Limitations of the study	7

CHAPTER TWO: LITERATURE REVIEW

Introduction	9
Who is a teacher	9
The concept of motivation	10
The concept of job satisfaction	12
Employee commitment	15
Teacher morale and achievement	18
Needs and expectations at work	19
Extrinsic and intrinsic motivation	19
Approaches to motivation at work	22
Concept of performance	23
Performance and rewards	27
Theories of motivation	28
Maslow's hierarchy of needs theory	31
Critique of Maslow's model	33
Expectancy theories of motivation	34
Some studies on job satisfaction, motivation and performance	38
Key issues arising from literature review	39

CHAPTER THREE: METHODOLOGY

Introduction	41
Study area	41
Research design	43

Population	43
Sample and sampling technique	44
Development of the instrument	45
Pre-testing of the instruments	46
Data collection	46

#### CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	48
Degree of satisfaction on the job	53
Satisfaction with academic performance	55
Teacher expectations concerning district support	56
Factors attracting teachers to the district	58
Teachers' motivation, administrative structures and functions	60
Teacher's satisfaction with welfare and supporting income	62
Satisfaction with inter-personal relations among staff	63

#### CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

#### RECOMMENDATIONS

Summary	65
Conclusions	68
Recommendations	69



REFERENCES	73
------------	----

APPENDIX

A: Questionnaire for teachers in the selected schools in the Kwabre district	78
---	----

**LIST OF TABLES**

<b>Table</b>	<b>Page</b>
1: Schools selected and number of teachers chosen	45
2: Respondents distribution by school	49
3: Age of respondents	49
4: The educational level of respondents	51
5: Rank of respondents	51
6: Teaching experience of respondents	52
7: Number of years of teaching experience in the District	53
8: Satisfaction with teacher welfare support from PTA and school Board	54
9: Satisfaction with extra teaching allowance	54
10: Students performance in the District	56
11: Recognition by parents and parent teacher association	57
12: The pull factors to the two schools	58
13: Working conditions and teachers motivation	60
14: Satisfaction with administrative structures and functions	61
15: Satisfaction level of teachers with support services received in District	62

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
1: Maslow's hierarchy of needs theory	31
2: District map of Kwabre	42

## CHAPTER ONE

### INTRODUCTION

#### **Background to the study**

Drayer (1970) says that classroom teachers are the key to the quality of any educational system. The fundamental activity that goes on in every school is teaching and learning. However, there are many factors that control the teacher's level of contribution to the educational process. Among the factors that affect the teacher's well being, working habits and productivity is the motivation of the teacher. From time immemorial, teachers have been leaving the job to seek employment in jobs elsewhere which they think hold promises of better pay and prestige for them. Others do not leave the profession but lower the level of their commitment with regard to teaching, thus affecting the standard of performance of students.

A person's performance depends to a large extent on how the job meets his or her needs and wants. Since colonial times, the issue of teacher motivation has been of great concern to governments as well as other policy makers. To improve the lot of the teacher and ensure his or her satisfaction with the job, the colonial government of Sir Gordon Guggisberg (1919-1927) for example, improved the condition of service of teachers in public institutions by increasing their salaries. It was Guggisberg who fixed a minimum wage of £100-180 a year for teachers (McWilliam and Kwamena Po, 1975).

Simultaneously, to promote very good performance of the teacher, Guggisberg closed down 150 supposedly 'bush' schools. He also opened a register exclusively for trained teachers (Mc William and Kwamena Po, 1975). Also, the Erzuah Committee which was established just before the Accelerated Development Plan of 1951, made certain recommendations to rectify the poor service conditions of the teacher. The Committee made far-reaching proposals on teacher's salaries. The first of them was that teachers should command salary scales higher than other persons with similar qualifications, experience and ability in other activity fields. They were of the view that such high recognition which they were proposing was not accorded to teachers in most other countries, but they believed that it was necessary if the country was to develop.

Secondly, the Committee emphasised that the country could only afford the new salary increases if the general standard of the teacher's work in the schools was 'raised considerably' (McWilliam and Kwabena Po, 1975:128). Thirdly, the committee was aware that the successful implementation of the Accelerated Development Plan (1951) depended largely on the teachers. The result of the recommendations was an appreciable increase in the starting salaries of the various grades of teachers. Pupil teachers at the bottom of the hierarchy who previously received £42 per annum then got £84. The starting pay for a Certificate 'B' teacher was raised from £72 to £100 per annum and that of a Certificate 'A' teacher from £84 to £150.

Under Dr. Kwame Nkrumah's Convention Peoples Party (CPP) government (1951-1966), further initiatives were put in place to ensure teacher job motivation for excellent teacher performance. One such initiative was the

payment of salaries to teachers in training as if they were on study leave. Even though the opposition party challenged these initiatives on grounds of lowering academic standards, it is worth noting that Nkrumah's government nevertheless placed much value on the teacher, the teaching profession and the level of job satisfaction enjoyed by teachers.

After the first military coup in Ghana, the National Liberation Council (NLC) appointed the Mills-Odoi Commission in 1967 to inquire into the structure and remuneration of the public service in Ghana. The Committee recommended increases in teachers' salaries, along with increases in the salaries of other employees in the public sector. All these were done with the aim of improving the motivational level of public servants so as to improve their performance. Furthermore, between 1992 and 1994 the government under the regime of President Rawlings introduced the Best Teacher Award Scheme to help boost the morale of teachers. In 1998, the Price Water House Company was contracted to come out with a recommendation for a universal salary structure for all workers. By this report, teachers' salary was to be consolidated to improve the lot of the teacher. By 2001, teachers' condition of service had improved, with a correspondingly attractive pay structure. Junior teachers' salary scale was raised from level 8 to level 10 while that of an Assistant Superintendent was raised from level 9 to 11, and so on (McWilliam and Kwamena Po, 1975).

Currently, the Government of Ghana has also taken steps to better the lot of teachers in the country. First of all, district sponsorship schemes have been instituted for teacher trainees in order to ensure that quality teachers are produced and posted to serve all communities. This sponsorship scheme provides the basic

needs of teacher trainees who have to pledge to come back after their training to serve their communities. Secondly, incentive packages such as study leave with pay after two years of initial service, twenty percent of basic salary as inducement allowance, and free accommodation with solar electricity for teachers in deprived areas in recognition of their good work has been introduced. There is also the prioritisation of the training of untrained teachers thus offering them the chance to enhance their job security and develop their profession. Furthermore, ICT-based enhanced open distance learning for teachers has been established to enable them improve their professional competencies.

### **Statement of the problem**

Teachers, like all other workers, join the Ghana Education Service (GES) with certain expectations, for example, to meet their professional and other needs. As stated in Peretomode (1992), the salaries and wages that people receive help them to satisfy their physiological needs. As these basic needs are being met, much higher needs like job advancement, job interest, status, recognition and working conditions set in, not excluding satisfaction with academic performance of the students they handle.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them

to students in the classroom. Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Given the importance teachers play in molding students' character, values and morals, it is important to see teachers as skilled workers rather than a "cheap" labour to achieve educational objectives. In this era of materialism and display of wealth, teachers need to be adequately motivated so that they on their part would ensure a viable school system. Government, parents and the society should recognise and appreciate their efforts, formulate policies, and take concrete steps that would enable teachers shake off tendencies that negatively affect their outputs, and rededicate themselves to the ethics of the profession. This, can be done when teachers are adequately motivated by way of good working conditions, accommodation, higher salary etc.

### **Significance of the study**

The teacher is an indispensable tool in the life of all children and the future development of every country. Gone are the days when teaching was a respected profession. These days, teachers' working conditions have deteriorated, leading to poor-quality teaching and ill-prepared students.

In 2004 alone, out of the 225 primary and secondary school teachers who died in the Ashanti Region, 205 of them, representing 90 percent, reportedly died as a result of alcohol-related ailments, while the remaining 10 percent died from



various other causes. One particular district in the region, Kwabre, was the hardest hit; it recorded the majority of deaths. There were 36 deaths representing 17.8 percent out of a population of 202 teachers, and 27 districts (Torto, 2004). The revelation sent shock waves around the country but the reason for that phenomenon was not far-fetched.

According to the District Chairman of the Ghana National Association of Teachers, most of the teachers take to drinking due to the frustration they encounter as a result of their meagre salaries and the delays in paying them. They subsequently get addicted to alcohol and eventually die from excessive drinking. This situation is as a result of frustration due to poor teacher motivation (Torto, 2004). Teachers, who are the most vital resource charged with the responsibility of improving the quality of education appears to be the aggrieved profession. This is the import of the study, which sets out to establish the nature and possible means of teacher motivation in the Kwabre District of the Ashanti region.

### **Objectives of the study**

The purpose of the study was to investigate the level of teacher motivation, and the type of motivational facilities teachers the various schools in the Kwabre District enjoyed. It thus sought to establish the extent to which factors such as recognition, pay and conditions of service contributed to teacher satisfaction, as well as find out the pull and push factors that made teachers stay or leave the schools in the District.

Specifically, the study aimed to achieve the following objectives:

1. Determine the extent of teacher motivation in the District,

2. Identify the factors that affected teacher motivation,
3. Identify the schools with low teacher motivation,
4. Establish whether motivated teachers were also satisfied teachers,
5. Help the administrators and stakeholders of the schools to understand the diverse needs and expectations of their teachers,
6. Offer an insight into the problems of teacher motivation and their implications for policy on the issue.

### **Research questions**

1. What are the factors that motivate teachers in the district?
2. What factors do teachers in the district consider most important for their satisfaction with working condition?
3. Do administrative structures in the schools/district favour teacher motivation to stay at post for a longer period?
4. Are teachers satisfied with the attention given to their personal welfare and supporting income problems (if any) by the school?
5. Teachers' expectations of support from the district, are they met?
6. Are teachers satisfied with the academic performance in the district?
7. With the inter-personal relationship of colleagues and superiors, are teachers satisfied?

### **Limitations and delimitations of the study**

The study contended with the following drawbacks;

1. Time constraints of gathering the data for analysis,

2. Some respondents holding back vital information for personal reasons,
3. The large population involved and hence the problem of drawing a representative sample,
4. The extensive nature of the questionnaire.

It should be understood that the findings are peculiar to the four schools studied and may not provide the grounds for generalisations. Individuals may vary in their perceptions of events due to the influence of the environment and training. Nevertheless, aspects of the findings can have some useful application in some other schools with similar characteristics as those studied.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter undertakes a review of subject areas in the literature which are pertinent for the study. It starts with definitions of some concepts such as the teacher, motivation, job satisfaction, employee commitment, teacher morale, needs and expectations at work, and an examination of performance. Theories of motivation, approaches to motivation at work, together with relevant empirical findings of other works in the area are reviewed.

#### Who is a teacher?

A teacher is a person engaged in interactive behaviour with one or more students for the purpose of affecting a change in these students (Macneil & Popham, 1973). The change, be it attitudinal, cognitive or motor, is intentional on the part of the teacher, and is thus a most adequate means to use in assessing teaching effectiveness. Early emphasis on teacher qualification was for occupational experience (Miller, 1981). Even then, the function of instruction and teaching was not overlooked. Miller notes that the emphasis on the teaching function was based on four assets. The teacher must:

- a. Be competent in the specialty that is to be taught;
- b. Know how to teach;

- c. Deal with problems that involve knowing children;
- d. Be able to deal sympathetically and intelligently with children, adolescents and adults;
- e. Have a broad viewpoint of his/her position as a teacher.

The question whether teaching is a profession is always argued. Agyeman (1986) says that in all modern complex societies, teaching is regarded as a profession that is guided by a strict professional code of conduct just like any other profession. He also defines a profession as 'an occupation based on specialised intellectual training, the purpose of which is to give skilled service to clients for a definite fee or salary' (p.56).

According to Antwi (1992), a profession is an occupation requiring an advanced education and special training in its relevant discipline, for example, law and medicine. That is, a practitioner of any profession needs to have a specialised systematic knowledge based on intellectual training in order to provide skilled services to clients for a fee. But teaching in Ghana does not enjoy these professional characteristics. As suggested by Agyeman (1986), it is only in recent times that there has been an attempt to phase out unqualified teachers from the teaching field. Even now, there are a lot of pupil teachers in the system and this makes the professionalism of teaching very questionable in many Ghanaian schools, with implication for the value placed on the profession by the public.

### **The concept of motivation**

Motivation is of a major concern to organisations. In spite of its importance, it is still a difficult concept to define. The difficulty in defining the

concept has been attributed to the fact that motivation has no fixed meaning in contemporary psychology (Atkinson, 1964).

According to Staw (1983:302), motivation is generally ‘a pre-potent state that energises and guides behaviour. It is rarely measured directly, but is inferred from changes in behaviour, or even attitudes’. Golembiewski (1973:597) refers to it as ‘the degree of readiness of an organism to pursue some designated goal, and implies the determination of the nature and locus of the forces inducing the degree of readiness’. Furthermore, motivation ‘is a process of influencing or stimulating a person to take action that will accomplish a desired goal’ (Mondy, 1980:263). According to Mathis and Jackson (1997), motivation is an emotion or desire operating on a person’s will and causing that person to act. Middlemist and Hitt (1981:136) also refer to it as ‘the willful desire to direct one’s behaviour towards a goal’. Also, Hoy and Miskel (1987:152), define motivation as ‘the complex forces, drives, needs, tension states, or other mechanism that start and maintain voluntary activity toward the achievement of personal goal’.

Huczynski and Buchanan (1983), cited in Pettinger (2002:518), defines motivation as ‘a combination of goals towards which human behaviour is directed; the process through which these goals are pursued and achieved; and the social factors involved.’ Luthans (1992), also cited in Pettinger (2002: 518) says motivation is a combination of needs, drives, and incentives. He defines it as a ‘process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive’.

A careful analysis of the foregoing definitions reveal a number of ideas about the concept of motivation: it involves purposive, designed or goal-directed

behaviour; it deals with what starts and energises human behaviour, how it is directed and sustained; it is related not only to behaviour but also to performance; it involves certain 'forces' acting on or within a person (to initiate and direct behaviour); and it is not measured directly but inferred from behaviour and even attitudes. It is also said that satisfaction is one variable that is part of the motivational process. While motivation is primarily concerned with goal directed behaviour, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. Therefore, job satisfaction defines the issue of motivation for workers.

### **The concept of job satisfaction**

Different scholars view job satisfaction from various perspectives. Robbins and Langton (2001) refer to job satisfaction as an individual's general attitudes towards the job. Job satisfaction is considered to be a function of the perceived relationship between what one wants from one's job and what one perceives it is offering (Locke 1969), and as 'the degree of 'fit' between what an organisation requires of its employees and what the employees are seeking from it' (Mumford, 1972:11). People with high levels of job satisfaction hold positive attitudes towards their job: they like their jobs, feel that they are being fairly treated and believe that their jobs have many desirable features or characteristics such as the job being interesting, paying well, offering security, autonomy, and a good interpersonal climate (Jones, 1998).

Robbins et al, (2001) note that managers should be concerned with the level of job satisfaction in their organisation for three reasons:

1. There is evidence that satisfied employees have lower rates of both turnover and absenteeism;
2. It has been demonstrated that satisfied employees have better health and live longer; and
3. Satisfaction has a spin-off effect. When employees are happy with their jobs, it improves their lives off-the-job. In contrast, the dissatisfied employee carries that negative attitude home.

Rhodes and Steers (1990), cited in Torrington et al (2005), suggest that satisfaction with the job is determined by the job situation and moderated by employee values and job expectations. Factors in the job situation are identified as job scope, level of responsibility, decision making, the leadership style of immediate supervisor, particularly the openness of the relationship and how easy it is to discuss and solve problems jointly; strength of the relationship of co-workers; and the opportunity for promotion. On these bases, higher levels of responsibility, opportunity for workers to make decisions in relation to job demands, good working conditions, open relationships with immediate managers, good relationship with fellow colleagues, and the opportunity for promotion improve job satisfaction. Such values and expectations are shaped by both personality and personal characteristics and life experiences, but can also change during the course of one's life.

The extent to which the job matches up with expectations and values will have a bearing on job satisfaction, a close match is more likely to lead to satisfaction than a mismatch (Rhodes and Steers, 1992), cited in Torrington et al, 2005). But according to Mullins (1996), job satisfaction is an emotion, a feeling,



an attitude and a matter of perception. It results from an appraisal of an employee's experiences at work and involves likes, dislikes, extrinsic and intrinsic needs. It is within an employee's control and yet also beyond his or her control.

Job satisfaction has been defined in other ways. Smith et al, (1969); Middlemist and Hitt, (1981); Hellriegel and Slocum, (1989); Hopkins, (1983) and Gibson (1991), define the concept as the feelings a worker has about his/her job, and that such feelings are associated with the individual's perception of the differences between what is expected as a fair and reasonable return to effort and what is actually experienced. The authors agree to the fact that job satisfaction is a sort of feeling that an individual has about his/her job or work and this results from the perception of one's job based on factors of the work environment such as the supervisor's style, policies and procedures, work group affiliation, working conditions and fringe benefits.

Bame (1991); Greenberg and Baron (1993); Organ and Bateman (1983) and Rue and Byar (1986), are of the view that job satisfaction is a multidimensional phenomenon. It comprises a whole array of factors, which operate together to determine a worker's attitude towards his/her job and consequently some aspects of his/her general work behavior. Also, it is individuals' cognitive, affective and evaluative reactions towards their jobs and this represents the constellation of a person's attitudes towards or about the job he/she does. It is also a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one

attaches to these respective components. They refer to job satisfaction as an individual's general attitudes towards the job he/she performs.

From the above, it is quite clear that they assume the existence of individual need. Satisfaction may, therefore, be seen as the result of the congruence between such needs and the job setting. This implies that all workers in an organisation have needs that must be fulfilled in order that they may be satisfied. For instance, industrial workers' feelings or attitudes towards their job would be positive if their needs are met thereby leading to satisfaction. This means that teachers of the Ghana Education Service (GES) have needs that must be met in order for them to be satisfied. In an organisation where workers' needs are met in terms of recognition, salary, conditions of service, involvement in decision-making and good interpersonal relationships, workers would be satisfied and for that matter would have positive feelings or attitudes towards their jobs. When this happens, workers satisfaction would influence their performance thereby increasing their productivity level. The reverse would be the case if their needs were not met.

### **Employee commitment**

Among the factors which contribute to a healthy organisational climate, high morale and motivation is the extent to which members of staff have a sense of commitment to the organisation. The extent of their commitment will have a major influence on the level of work performance. Thus Walton (1991: 43) suggests that:

*'a significant change in approaches to the organisation and management of work relate to organisational control of commitment in the workplace. The evidence is well grounded that underlying all the policies of commitment, strategy is a management philosophy at the centre of which is a belief that eliciting employee commitment will lead to enhanced performance. It may be defined in terms of the relative strength of the employee's identification with, and involvement in, a particular organisation'.*

This suggests that commitment is typically conceived of as being the individual's psychological bond to the organisation, including a sense of job involvement, loyalty and a belief in the values of the organisation. Torrington et al, (2005) amplifies this view by stating that commitment is ensuring that employees feel bound to the organisation via their behaviour in terms of high performance. For the sake of precision, therefore, commitment can be categorised as:

- Attitudinal commitment – that is loyalty and support for the organisation, strength of identification with the organisation, a belief in its values and goals, and a readiness to put in every effort for the organisation.
- Behavioural commitment-- employees working for many years with the company and continuing to pursue its objectives.

Walton, (1985) cited in Torrington et al, (2005:229) also notes that commitment is thought to result in better quality, lower turnover, a greater capacity for innovation and more flexible employees. In turn, these are seen to

enhance the ability of the organisation to achieve competitive advantage. Guest, (1982) cited in Torrington et al, (2005) suggests that the concept of organisational commitment lies in the heart of any analysis of human resource management. Indeed, the whole rationale for introducing human resource management policies is to increase levels of commitment so that other positive outcomes can ensue. Hence we see the adoption of the terms high commitment work practices and high commitment management and their linkages with high performance.

But Meyer and Allen, (1997) also cited in Torrington et al, (2005) contend that there is not a great deal of evidence to link high commitment and high levels of organisational performance. Indeed some authors support the view that high commitment could reduce organisational performance. Cooper and Hartley, (1991) cited in Torrington et al, (2005), for example, suggest that commitment might decrease flexibility and inhibit creative problem solving. If commitment reduces staff turnover, that may result in fewer new ideas coming into the organisation. Staff who would like to leave the organisation but are committed to it in other ways, e.g. through high pay and benefits, may stay but may not produce higher levels of performance.

Just as there is the debate on the value of commitment to organisational performance, there is also the debate on the extent to which commitment cannot be managed, and how it can be managed. Guest, (1992) and Purcell et al, (2003), cited in Torrington et al, (2005) suggest that commitment is affected by personal policies, that employee commitment is of paramount importance for higher productivity, and therefore give equal prominence to job satisfaction and motivation. In their model, human resource policies and practices are seen to

impact on employee ability/skills, motivation and incentive, (in that people can be motivated to use their ability productively via intrinsic and extrinsic rewards) and opportunity. 'In turn, these factors have an impact on commitment, individual motivation and job satisfaction. All of which have an impact on employee discretionary behaviour which in turn impacts on performance. They found out that job influence, career opportunity, among others all influence job satisfaction, Training, career opportunity, work-life balance, and communication on organisational performance also influence commitment' (p. 231).

### **Teacher morale and achievement**

Denyer, (1980) indicates that a low level of staff morale can lead to inadequate output, absenteeism, wastage and unnecessary indiscipline. Tang (1993), states that lack of money also lowers the morale of tutors. Meanwhile, money is recognised as an important factor to attract, retain and motivate employees and has a significant impact on behaviour, performance and effectiveness in organisations.

Studies show that improvements in teacher morale have benefits for students as well as the teachers themselves. Miller (1981:102) notes that teacher morale 'can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students.' This creates an environment that is more conducive to the acquisition of knowledge and when knowledge is acquired, it invariably becomes an instrument for action—and hence for achievement. Ellenberg (1972:92), for example found that 'where morale was high, schools

showed an increase in student achievement.’ Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and turnout, which is associated with ‘a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanised perception of students’ (Mendel 1994, cited in Holt 1980:69).

The result of another study involving teachers in small independent school districts in California demonstrated that high levels of interaction with the faculty group, as determined by response to questions on the Halpin & Croft Observation Climate Description Questionnaire, correlated significantly with higher pupil reading scores on the California Achievement Test (Jordan, 1986). It is likely that high levels of teachers’ social interaction on the job are likened to high motivational levels; thus the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed.

### **Needs and expectations at work**

According to Mullins (1996), the various needs and expectations can be categorised in a number of ways, for example, the simple division into physiological and social motives or into intrinsic and extrinsic motivation.

#### **Extrinsic and intrinsic motivation**

Extrinsic motivation is related to ‘tangible’ rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the original

level and may be largely outside the control of individual managers. Intrinsic motivation refers to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behaviours of individual managers. Bennet (1981), quoted in Mullins (1999: 481) gives a useful, three – fold classification of motivation to work.

- 'Economic rewards – such as pay, fringe benefits, pension rights, material goods and security. This is an instrumental orientation to work and concerned with 'other things'.
- Intrinsic satisfaction – derived from the nature of the work itself, interest in the job, and personal growth and development. This is a personal orientation to work and concerned with 'oneself'.
- Social relationships – such as friendships, group working, and the desire for affiliation, status and dependency. This is a relational orientation to work and concerned with 'other people'.

A person's motivation, job satisfaction, and work performance will be determined by the comparative strength of the set of needs and expectations and the extent to which they are fulfilled. For example, some people may make a deliberate choice to forgo intrinsic satisfactions and social relationships (particularly in the short term or the earlier years of their working life) in return for high economic rewards, other people are happy to accept comparatively lower economic rewards for a job which has high intrinsic satisfaction, and/ or social

relationship. Intrinsic satisfaction is a personal attitude which varies according to the individual and the particular circumstance. A rewarding social relationship is an important choice for many people.

In addition to the above categories, motivation at work is also influenced by the concept of the 'psycho contract'. The psycho contract involves a series of expectations between the individual member and the organisation. These expectations are not defined formally, and although the individual member and the organisation may not be consciously aware of the expectations, their relationship is still affected by these expectations.

If a person's motivational drive is blocked before reaching a desired goal, there are two possible sets of outcomes: constructive behaviour or frustration, according to Mullins, (1996). Constructive – in the sense of a positive reaction to the blockage of a desired goal. Frustration – in the sense of a negative response to the blockage of a desired goal and results in a defensive form of behaviour. There are many possible reactions to frustration caused by the failure to achieve a desired goal, and these are aggression, regression, fixation and withdrawal. Among the factors which determine an individual's reaction to frustration are:

- The level and potency of need,
- The degree of attachment to the desired goal,
- The strength of motivation,
- The perceived nature of the barrier or blocking agent; and
- The personality characteristics of the individual.

Managers may therefore attempt to reduce potential frustration through



- Recognition and rewards,
- Equitable personnel policies; and
- Training and development (Mullins1996).

### **Approaches to motivation at work**

According to Mullins (1996), the development of different approaches to organisational management has highlighted the changing concept of motivation at work. He states that earlier writers, such as F. W. Taylor (1856-1915), believe in economic needs of motivation. According to this view, workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive ways. Performance was limited to physiological fatigue. For Taylor, motivation is comparatively a simple issue – what workers' want from their employers more than anything else are high wages. This is the rational-economic concept of motivation.

*The human relationship approach:* Writers in this approach demonstrate that people go to work to satisfy a range of different needs, and not simply for monetary reward. They emphasised the importance of the social needs of individuals, and give recognition to the work organisation as a social system. This was illustrated, for example, in the Hawthorne experiments. Thus, the human relationship approach to organisation and management led to the social concept of motivation.

*The systems approach:* This approach supports the social concept of motivation. The socio-technical system is concerned with the interactions between the

psychological and social factors, the needs and demands of people, and the structural and technical requirements of the organisation.

Self actualisation-the findings of the Hawthorne experiments, and the subsequent attention to the social organisation and the theories of individual motivation, gave rise to the work of the neo-human relationship writers. These writers adopted a more psychological orientation to motivation. Greater attention was focused on the content and meaning of the task, and attempts to make work more intrinsically satisfying. The major focus of concern was the personal adjustment of the individual within the work situation.

*Complex-person concept of motivation:* The contingency approach to organisation and management takes the view that there are a large number of variables or situational factors which influence organisational performance. Contingency theory is concerned more with differences between organisations than with similarities. Managers must be adaptable, and vary their behaviour according to the particular situation, and the different needs and motivation of staff. The varying situational factors together with the complicated nature of human behaviour led to the complex-person concept of motivation (Mullins, 1996).

### **Concept of performance**

Even before the development of Taylor's scientific methods a century ago, getting the most out of the workforce had always been a predominant management preoccupation, and the literature on management is full of studies on the topic. Psychologists have studied motivation and leadership, economists have

dismantled and reconstructed every aspect of the physical environment in which people work, and industrial relations specialists have pondered over power relationships and reward, sociologists have discussed the design of organisations and their social structures, whilst operations research experts have looked for ways to engineer process improvement. Cualkin, (2001), cited in Torrington et al, (2005) asserts that more than 20 studies in the US and UK leave no room for doubt that how organisations manage and develop people has a powerful--perhaps the most powerful-effect on overall performance.

The Traditional Human Resource Management approach to enhancing individual performance has centred on the assessment of past performance and the allocation of reward – rewards are provided in exchange for performance. This has been powerfully influenced by industrial relations history, in as much as it was Trade Unions that developed the process of collective bargaining and negotiation. The prime purpose of Trade Unions has always been to improve the terms and working condition of their members; the union has only one thing to offer in exchange for improvements in terms and conditions, i.e. some opportunity for improvement in productivity and performance. With the steadily increasing union influence in most countries through most of the 20<sup>th</sup> century, it was inevitable that performance improvement was not something of direct interest only to management.

According to Kinard, (1988), an organisation's overall performance depends on the output or performance of its individual employees or groups. No business can function without the collective contributions of its human resource base. Therefore, it is necessary to motivate the individuals or groups within the

organisation in order to achieve its overall objectives. Again, if an individual does not work effectively because of lack of job satisfaction resulting from poor recognition, poor salary, poor working conditions and bad leadership styles, one should be able to sympathise with the employee's low productivity. Performance of employees is considered a very crucial factor in the success of any organisation. This performance means being faithful to one's duties and putting maximum effort to the task that has been assigned in order to achieve a desired goal.

Consistent with the requirements of the profession, the task assigned Ghanaian teachers' is to help their pupils perform well. The extent to which this expectation is met will depend on the quantity and quality of work the teacher puts in, and such work output can be measured by the teachers' demonstration of their knowledge and skills in the classroom, and the outcomes in terms of student performance in examinations. Melton, (1994), states that competence relates specifically to expected performance in the place of work. He defines competence as 'adequate for the purpose, suitable, sufficient, legally qualified, admissible and capable' (p.145). To this end, competence in education may be referred to as adequate preparation of the teacher as a professional to teach and to effect change in his/her students.

Ashton and Webb, (1985), found that teachers' perceptions of their own ability to affect student learning were associated with their choice of classroom management and instructional strategies. Teachers' sense of efficacy may be shaped by characteristics of their school environments, and interactions with teaching colleagues provide referent points outside the classroom for teachers to

evaluate their own practice and effectiveness (Buhr et al, 1983). The degree to which school heads emphasise school goals and thereby provide information about teachers' performance, support their work and individual initiatives to improve their practice, and promote co-operative working relationships and collegial interaction, may foster teachers' perceptions of their importance and instrumentality in student learning (Fuller, 1982).

According to Fuller (1982), a Progress Report of Austin, Texas (2000) and four-year pilot programme of Denver compared three different ways of measuring teacher performance. These were:

- Increase in students performance on standardised tests;
- Increase in students' performance on teacher-design assessment and increases in teachers' knowledge and skills.

In fact, most of the incentive programmes in place in school districts and states across the United States use a combination of strategies to measure teacher performance. For example, 40 states, including Oklahoma, Arkansas, and Louisiana, currently offer monetary incentives for teachers who receive an advanced certification through the National Board for Professional Teaching Standards. More than twelve states, including California, New Mexico and North Carolina, reward teachers or schools for meeting or exceeding academic objectives. The report also revealed that all companies use compensation to attract, reward and retain employees. By providing rewards for work, compensation makes a difference in employees' behaviour. Compensation also communicates to employees what sort of work is valued. Used strategically,

compensation can be a powerful tool for influencing performance, job satisfaction and retention. In particular, financial incentives related to job performance, if properly designed and implemented, can improve employees' productivity and complement their intrinsic motivation.

Additionally, advocates of performance pay in education point to lessons from business to argue that the traditional single salary scale schedule for teachers, which is based on years of experience and degree attainment, does not capitalise on the potential of compensation systems to support school improvement. The single salary schedule, so the argument goes, provides no incentives for teachers to exert extra effort, because all teachers are essentially paid the same. Nor does it provide incentives for teachers to collaborate with each other. This separation between teacher's compensation and the purposes of schools appear to be a missed opportunity to educational goals of the schools, the district and the state. It may also contribute to high attrition rates, because typical salary schedule require teachers to have many years of experience before they receive significant salary increases.

### **Performance and rewards**

Porter and Lawler's model, (Mullins, 1996), recognises that job satisfaction is more dependent upon performance than performance upon job satisfaction. Satisfaction only affects performance that through a feedback is linked to value of reward. When satisfaction follows receipt of a reward it tends to influence the value of the rewards. Also, to the extent that performance results in reward, this tends to increase the effort-reward relationship.

Porter and Lawler first include rewards as a single variable. After empirical testing, the model was redrawn to divide rewards into two variables intrinsic and extrinsic rewards. The relationship between performance and intrinsic rewards is shown as a jagged line. This is because the extent of the relationship depends on the nature of the job. If the design of the job permits variety and challenge, so that people feel able to reward themselves for good performance, there is a direct relationship between good performance and intrinsic rewards. The wavy line between performance and extrinsic rewards indicate that such rewards do not often provide a direct link to performance.

A second revision to the original model involved drawing a link between performance and perceived equitable rewards. Self-rating of performance is linked directly with the perceived equitable reward variable. Higher levels of self-rated performance are associated with higher levels of expected equitable rewards (Torrington et al, 2005). Vroom et al (1964), also recognise that in the process of motivation, the extent to which individuals feel they can realistically achieve their target will have an influence on whether they are motivated even to try.

### **Theories of motivation**

There are many competing theories which attempt to explain the nature of motivation. These theories are all at least partially positive and all help to explain the behaviour of people at certain times. However, the search for a generalised theory of motivation at work appears not to have come to an end. Handy (1993), cited in Mullins (1996:487), suggests 'that the search for the definitive solution to

the motivation problem is another endless quest for the holy grail in organisational theory. Nevertheless, any theory of study which aids an understanding of how best to motivate people at work must be useful'. Mullins says that 'all managers have a duty to motivate their teams. Motivated people take more pride in their jobs and work better. But many managers don't know how to motivate their staff'.

Motivation is concerned basically with why people behave in a certain way and can be described as the directional and persistence of action. It is concerned with 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 (Mullins 2002). Huczynski and Buchanan (1998); and Luthans (1992), all cited in Pettinger (2002), define motivation as a combination of goals, needs, drives and incentives towards which human behaviours are directed, the process through which these goals are pursued and achieved, and the social factors involved. They define it as 'a process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive' (Pettinger, 2002:518).

It is because of the complexity of motivation and the fact that there is no ready-made solution or a single answer to what motivates people at work that the different theories are important to the manager. They show that there are many motives which influence people's behaviour and performance. Collectively, the different theories provide a framework within which to direct attention to the problem of how best to motivate staff to work willingly and effectively.

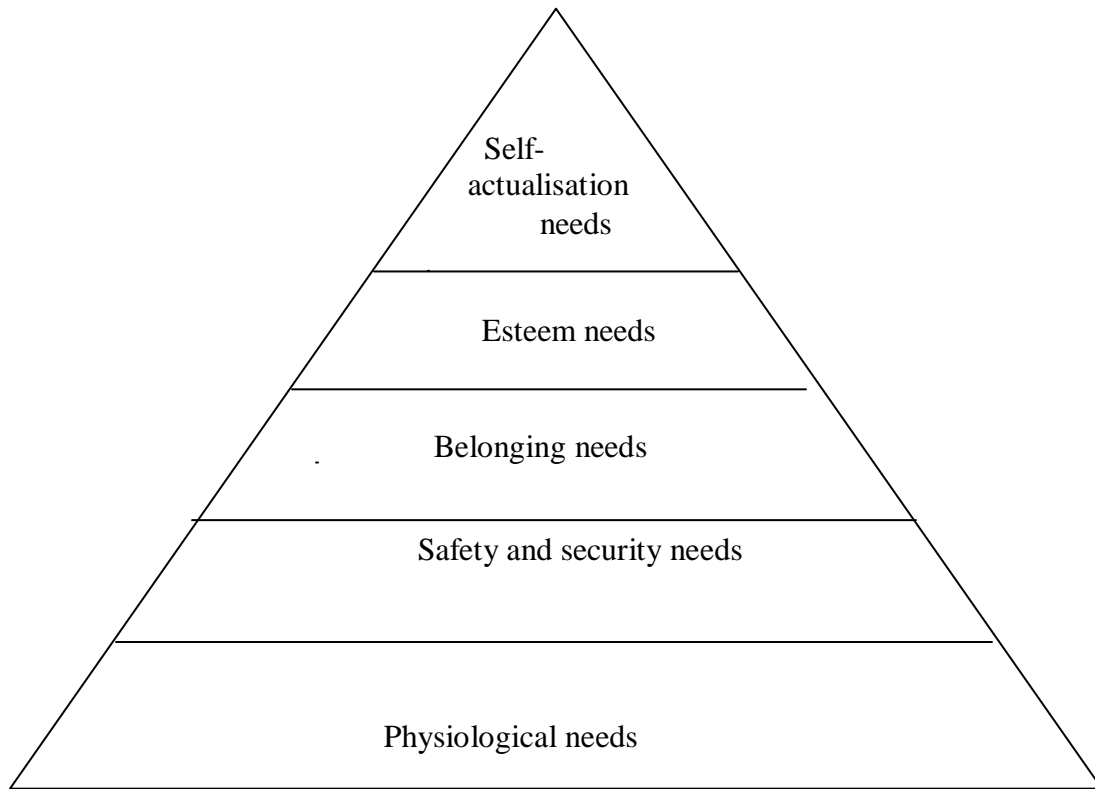


It is important to note that, the various theories are not conclusive. They have their critics or have been subject to findings which might contradict the original ideas. Managers must however be aware of the utility of the concept and the theories underlying it, and be able to judge the relevance of each theory, how best to draw upon them, and how they might effectively be applied in particular work situations. The usual approach to the study of motivation is through an understanding of internal cognitive processes, that is, what people feel and how they think. These different cognitive theories of motivation are usually divided into two contrasting categories: content theories and process theories.

The content theories attempt to explain those specific things which actually motivate the individual at work. These theories are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs. Content theories place emphasis on the nature of needs and what motivates.

The process theories attempt to identify the relationship among the dynamic variables which make up motivation. These theories are concerned with how behaviour is initiated, directed and sustained. Process theories place emphasis on the actual process of motivation (Mullins 1996).

### Maslow's Hierarchy of Needs Theory



**Figure 1: Maslow's hierarchy of needs model**

Source: Armstrong (2001:159)

The hierarchy of needs work from the bottom of the pyramid upwards, showing the most basic needs and motivations at the lowest levels and those created or fostered by civilisation and society towards the top. The basis of this theory is the belief that unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected, (Armstrong 2001). This means that not all needs are equally important for a person at any time. Some may provide much more drive towards a goal than others. This has to do with the content theory of motivation.

Maslow's basic proposition is that people are wanting beings. They always want more, and what they want depends on what they already have. He suggests that human needs are arranged in a series of levels, a hierarchy of importance. The hierarchy is usually shown as ranging through five main levels, from the lowest level, physiological needs, through safety needs, love needs and esteem needs, to the need for self-actualisation at the highest level.

- Physiological Needs – These include homeostasis (the body's automatic efforts to retain normal functioning) such as satisfaction of hunger and thirst, the need for oxygen and to maintain temperature regulation. Also, sleep, sensory pleasures, activity, maternal behaviour and arguably sexual desire.
- Safety Needs – These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation, the need for predictability and orderliness.
- Love needs/Social needs – these include affection, sense of belonging, social activities, friendships and both the giving and receiving of love.
- Esteem Needs – These include both self-respect and the esteem of others. Self-respect involves the desire for confidence, strength, independence and freedom, and achievement. Esteem of others involves reputation or prestige, status, recognition, attention and appreciation.
- Self-actualisation needs – This is the development and realisation of one's full potential. Maslow sees this as: 'what humans can be, they must be'; or 'becoming everything that one is capable of becoming'. Self

actualisation needs are not necessarily a creative urge, and may take many forms which vary widely from one individual to another.

Once a lower need has been satisfied, it no longer acts as a strong motivator. The needs of the next higher level in the hierarchy demand satisfaction and become the motivational influence. Only unsatisfied needs motivate a person. It can thus be deduced that people do not necessarily satisfy their needs just through the work situation. They satisfy them through other areas of their lives as well. Therefore, the manager will need to have a complete understanding of people's private and social life, not just their behaviour at work.

Also, individual differences demand that people place different values on the same need. For example, some people prefer what they might see as the comparative safety of working in a bureaucratic organisation to a more highly paid and higher status position, but with less job security in a different organisation. Then even for people with the same status or class, the motivational factor may not be the same as there are many different ways in which people may seek satisfaction of their esteem needs.

### **Critique of Maslow's model**

Maslow's model does not include 'money' which might suggest that he did not think that needs for money could motivate. In practice though, money plays a part at every level. The model helps to recognise how monetary reward functions as a means to an end, rather than an end in itself. Money enables the purchase of necessities to support physiological existence, thus satisfying needs at level one. And when one has consumed sufficient food and drink, any extra

money is invested in accommodation to meet safety and security needs at level two. The purchase of an expensive car, a house in a good locality, restaurant reservations, and new clothes serves to impress others and builds relationships. Thus, money helps satisfy social needs at level 3. Needs are satisfied by intrinsic outcomes at levels 4 & 5 and the size of your pay pocket has other symbolic values. It justifies your sense of self-esteem and reflects your achievement. It serves as a means of keeping score with other people and with oneself (Mead, 2000).

### **Expectancy theories of motivation**

The underlying basis of expectancy theory is that people are influenced by the expected results of their actions and, therefore, motivation is a function of the relationship between effort expended, the perceived level of performance and the expectation that rewards (derived outcomes) will be related to performance. In addition, there must also be the expectation that rewards (desired outcomes) are available (Mullins, 1996).

These relationships determine the strength of the motivational link. Performance, therefore, depends on the perceived expectation regarding effort expended and achieving the desired outcome. For example, the desire for promotion will result in high performance only if the person believes there is a strong expectation that this will lead to promotion. If however, the person believes promotion to be based solely on age and length of service, there is no motivation to achieve high performance. A person's behaviour reflects a conscious choice between the comparative evaluations of alternative behaviour.

The choice of behaviour is based on the expectancy of the most favourable consequences (Mullins, 1996).

Vroom, (1964), was the first person to propose an expectancy theory aimed specifically at work motivation. This model is based on three key variables; valency, instrumentality and expectancy. The theory is founded on the idea that people prefer certain outcomes from their behaviour over others. They anticipate feelings of satisfactions, should preferred outcome be achieved. The feeling about specific outcomes is termed valence. This is the attractiveness of, or preference for, a particular outcome to the individual. Valence is the anticipated satisfaction from an outcome. This may differ substantially from value, which is the actual satisfaction provided by an outcome.

According to Vroom, (1964), the valence of certain outcomes may be derived in their own right, but more usually they are derived from the other outcomes to which they are expected to lead. An obvious example is money. Some people may see money as having an intrinsic worth and derive satisfaction from the actual accumulation of wealth. Most people, however, see money in terms of the many satisfying outcomes to which it can lead. The valence of outcomes derives, therefore, from their instrumentality. This leads to a distinction between first-level and second-level outcomes:-

- First-level outcomes are performance-related. They refer to the quantity of output or to the comparative level of performance. Some people may seek to perform well 'for its own sake' and without thought to expected consequences of their actions. Usually, however, performance outcomes

acquire valence because of the expectation that they will lead to other outcomes as an anticipated source of satisfaction.

- Second-level outcomes are need-related. They are derived through achievement of first-level outcomes – that is, through achieving high performance. Many need-related outcomes are dependent upon actual performance rather than effort expended. People generally receive rewards for what they have achieved rather than for effort alone or through trying hard, for example high wages, promotion, and praise from superiors.

The general model of behaviour here is that the strength of the valence of an outcome is dependent upon the extent to which the outcome serves as a means to other outcomes. An outcome with a high valence is likely to be one that is perceived to be instrumental in leading to the achievement of a large number of need-related outcomes. Instrumentality is the association between first-level outcomes and second-level outcomes. For example, if it is believed that good work performance (a first-level outcome) always result in a pay increase (a second-level outcome) instrumentality will be constant. On the other hand, if the person believes a pay increase is certain to be obtained without good performance, or impossible even with it, instrumentality will be negative.

When a person chooses between alternative behaviours which have uncertain outcomes, the choice is affected not only by the preference for a particular outcome, but also by the probability that such an outcome will be achieved. People develop a perception of a degree of probability that the choice

of a particular action will actually lead to the desired outcome. This is expectancy. It is the relationship between a chosen course of action and its predicted outcome. Expectancy relates effort expended to the achievement of first-level outcomes. Its value ranges between 0, (indicating zero probability that an action will be followed by the outcome) and one, indicating certainty that an action will result in the outcome (Torrington et al, 2005).

The combination of valence and expectancy determines the person's motivation for a given form of behaviour. This is the motivational force according to Porter and Lawler (1967). The force of action is unaffected by outcomes which have no valence or by outcomes that are regarded as unlikely to result from a course of action.

Vroom's expectancy theory has been developed by Porter and Lawler (1967). Their model goes beyond motivational force and considers performance as a whole. They point out that effort expended (motivational force) does not lead directly to performance. It is mediated by individual abilities and traits, and by the person's role perceptions. They also introduce rewards as an intervening variable. Porter and Lawler (1967) see motivation, satisfaction and performance as separate variables and attempt to explain the complex relationships among them. These relationships contrast with that of the human relationship approach which tends to assume that job satisfaction leads to improved performance. Porter and Lawler (1967), suggest that satisfaction is an effect rather than a cause of performance. It is performance that leads to job satisfaction.



### **Some studies on job satisfaction, motivation and performance**

An analysis of motivation should consider factors that arouse or energize a person's activities. These include need, motives and drives. Motivation is a process and concerns behavioural choice, directional goal and rewards received for performing. It is more of an individual attitude or satisfied with their job situation, thereby expending maximum effort in the classroom, resulting in the production of high quality students.

Motivation comes partly from within the individual and partly from the particular situation.

- Value, esteem and respect are basic human requirement extending to all places of the work and all occupations. The key features of this are the integrity of relationships, level of knowledge and understanding, general prevailing attitude (whether positive or negative) and the nature of rewards including pay.
- All people have expectations based on their understanding of particular situations, and they will be drawn to, or driven from these in anticipation of rewards and outcomes.

The standpoint taken is that people work better when highly motivated and that there is a direct relationship between quality of performance and levels of motivation. Also, the volume and quality of work will decline when motivation falls or when demotivation is present. The need to motivate and be motivated is continuous and constant (Pettinger, 2002).

Havey (1986), makes reference to the work of Abraham Maslow noting that the most important and obvious thing employees are motivated by is money. Havey adds that, they can also be motivated by such factors as security, status, a sense of belonging, the possibilities of improvement and enhancement of opportunities available for variations and self expression. He also mentions that incentives such as opportunities for promotion, or to earn more money through bonuses or merit rating schemes, probably serve as additional motivational factors for employees, especially since reward for merit represents another form of recognition.

In this regard, Havey has urged management of various companies to pay attention to these motivational factors so as to improve the attitude of workers and their performance. This goes to support Maslow's theory that if workers are given adequate pay they would be satisfied and motivated to perform. Also, Maslow's theories validate all the other factors such as status and a sense of belonging that are found to contribute to workers job satisfaction and motivate them to perform.

### **Key issues arising from the literature review**

From the related literature reviewed so far, it is quite clear that a teacher who is satisfied with salary, professional relationships, and conditions of service, recognition and decision making will be motivated to perform, all things being equal. This is with reference to the works of Maslow and others. Individuals require adequate pay, good interpersonal relationships, recognition and good conditions of service in order to perform.

Further, student performance is more likely to be influenced by teacher satisfaction such as, professional relationship, good condition of service, good pay and involvement in decision-making. The works of Buhr et al, (1983) support this where they observed that, good interpersonal relationship and teachers' involvement in decision making are factors which influence teacher performance. Also, supported by this assertion are the words of Canvanah et al,(1964). These findings clearly seek to identify factors such as: professional relationship, condition of service, pay, recognition and decision-making which may influence teacher performance.

The literature reviewed confirmed the fact that very little work had been undertaken on teacher motivation as far as Ghana was concerned. More importantly, it identified the critical indicators of teacher job motivation, namely, relationship, salary, condition of service and decision-making.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

This study was to find out the factors that contribute to teacher motivation in selected schools of the Kwabre District in the Ashanti Region. Specifically, it sought to find out what teachers expect to see in their schools and what conditions actually existed that motivated them. The methodology for the study was described under the following sub-headings: design, population, sampling, development of the instrument, and pre-testing of the instrument.

#### Study area

Kwabre district was carved out of the former Kwabre Sekyere District in 1988. The district shares common boundaries with Afigya Sekyere District to the North, Kumasi Metropolis to the South, Ejisu Juaben District to the Southeast, Atwima District to the West and Offinso District to the Northwest. The district occupies a total land area of 246.8 square kilometres, constituting about 1.01% of the total land area of Ashanti Region. The district capital, Mampong, is approximately 14.5 kilometres from Kumasi to the north east. There are 86 settlements, administered under 3 paramountcies, two (2) parliamentary constituencies, 11 area councils and 42 district electoral areas.

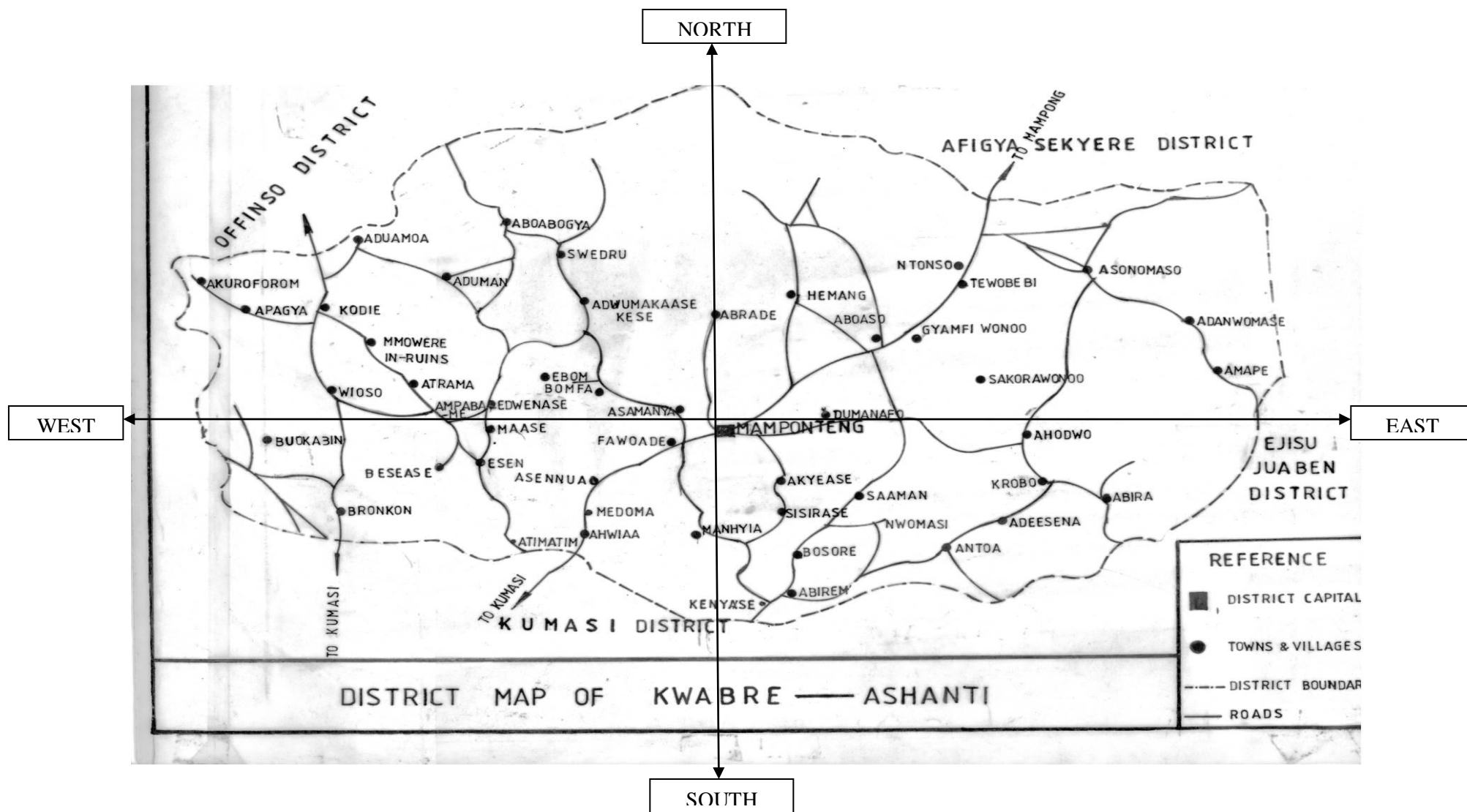


Figure 2: District map of Kwabre –Ashanti

Source: Kwabre District Assembly (2006).

The district has seven (7) senior secondary schools with a total of two hundred and twenty-five (225) teachers teaching in the schools. The people in the district are mostly traders who buy their goods from Kumasi and bring them to the district to sell.

Occasionally, the youth are also made to engage in trading to support the meagre family income. This, in a way prevents the youth from attending school regularly and staying till school is over for the day.

### **Research design**

This is a case study. Data were gathered from respondents and analysed to describe the level of teacher motivation in selected senior secondary schools in the district. The survey method was therefore followed in this study. The descriptive sample survey method was chosen because in considering the purpose of the study and the magnitude of the target population, it was the most appropriate approach to follow.

### **Population**

The target population for the study were teachers from four of the seven senior secondary schools in the Kwabre District which were randomly chosen. As at the time of study, the records of the institutions indicated that there were a total of 142 teachers in the selected senior secondary schools.

### **Sample and sampling technique**

The sample size for the selected senior secondary schools was four, as there were seven senior secondary schools in the district and therefore four will give a true reflection. The purposive sampling technique was used for the selection of four of the schools concerned. A list of all the seven senior secondary schools in the district arranged in order of year of establishment – from the oldest to the newest - was the sampling frame. The oldest four of the seven schools were chosen because four was more than half of seven and therefore will give a better representation. The purposive sampling technique was used because it selects schools with specific characteristics, experience and behaviour patterns, and also represents one or more perspectives deemed relevant to the research goals (Moser and Calton 1992).

The sample size for the teachers was 81 out of the total of 142. The simple random sampling method was adopted for the selection from the selected schools for study. With this, a list of all the teachers in each of the selected schools, arranged in an alphabetical order was obtained. The names were numbered 1, 2, and 3 only with the '1s' and '2s' being chosen. This procedure produced two-thirds of the number in each school as the sample size. Simple random sampling method was used because it is that method of drawing a portion of a population or universe so that each member of the population has an equal chance of being selected. Also, it is not biased as no member of the population has any more chance of being selected than any other member.

The names of the four selected schools in the district and the sample of teachers' randomly selected are shown in Table 1.

Table 1: Schools selected and number of teachers chosen

Name of Schools	No. of teachers	Targeted sample	%
Kofi Adjei Sec. Tech. School.	42	28	66.6
Simms Sec. Commercial School.	51	34	66.7
Seventh-Day Adventist Sec. School.	30	20	66.7
Pensa Gyaman Sec. Tech. School.	19	14	73.7
Total	142	96	67.6

Source: Field data, 2005

### **Development of the instrument**

A structured questionnaire was used to gather the data from respondents. Some items were developed from the related literature on the study, whilst some of the questionnaire items were adopted from studies conducted earlier by other researchers on similar issues.

The instrument consisted of four sections. Section A was the introduction that stated the rationale for the study. Section B consisted of 10 close-ended questions and 3 open-ended ones which focused on personal background information. Section C contained 28 question items on factors that respondents considered relevant in motivating teachers.

Section D contained questions meant to throw more light on the respondents general perception of the schools in which they worked, whether their expectations for coming to the schools had been met, and to ascertain their commitment and willingness to stay in the school for the next three years.



### **Pre-testing of the instruments**

A pre-testing of the instruments was conducted to ascertain their clarity, content validity, and reliability. The relevance of the statements in the questionnaire was established for its content validity. Four teachers from each of the four selected senior secondary schools in the District were randomly chosen and interviewed to ascertain the clarity of questions and their understanding of them. This was done to ensure that statements convey the appropriate meanings as well as measure the variables accurately.

To establish the validity of the instruments, five graduate students in education and three experts in the field of education were requested to review the instruments since content validity can be determined by expert judgment. The suggestions they made were used in modifying the questionnaires.

A reliable measure is the one that is consistent in the measurement of whatever it measures and thus gives a stable measure of a variable. A reliable measure is therefore precise (Osuala 2001). To determine the extent to which the questionnaire items would consistently yield the same results, a test re-test method of reliability was used.

### **Data collection**

Data for the study were collected between 1<sup>st</sup> and 20th December, 2005. Prior to the distribution of the questionnaire in the schools, the Kwabre District Director of Education was contacted by the researcher and his permission in the

form of a letter was sought to elicit information from teachers in his district for academic purposes.

The questionnaires were distributed to respondents during which brief explanations and clarifications of the purpose were made. Respondents were then left on their own to complete and submit the questionnaires within one week. In some of the schools, some of the teachers volunteered and took charge of the questionnaires distribution to colleagues who were not present on the first day. They also undertook to collect the completed questionnaires.

However, most of the questionnaires were administered and duly collected by the researcher. This interaction led to an additional unstructured interview. Not all data were received within the schedule time of two weeks and therefore an arrangement was made with one of the teachers in each of the schools to collect the remaining questionnaires. In all, 81 out of the 96 questionnaires administered were returned. This represents 82.4% of questionnaires administered.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### **Introduction**

The aim of this study was to assess the level of teacher motivation in the Kwabre District of the Ashanti Region. To achieve this purpose, questionnaire responses obtained from the teachers in the selected schools in the district were processed and subjected to statistical analyses mainly by converting the responses into frequency and percentage distributions. The variables consisted of the personal background information on respondents; expectation of respondents' motivational satisfiers and dissatisfiers, and their expectations from the school, community, parents etc.

This chapter thus presents the results of the statistical analyses of the data in the form of tables and graphs, and discusses them in two main parts. The first part provides information on the personal background of the respondents and background information on the job. The second part deals with answers to the substantive research questions and their implications in relation to the study objectives.

Table 2 shows the names of the schools and the number of teachers selected for the study from each.

Table 2: Respondents distribution by school

Name of Schools	No. of teachers
Kofi Adjei Secondary Technical Sch.	22
Simms Secondary Commercial Sch.	26
Seven Day Adventist Secondary Sch.	18
Pensa Gyaman Secondary Tech. Sch.	15
Total	81

Source: Field data, 2005

Data were collected from a sample of 81 teachers out of the total teacher population of 142 and the expected sample of 96. There were as many as 15 non-responses. Table 3 presents the age of the respondents and its implications.

Table 3: Age of respondents

Age	Frequency	Percentage
20-25	8	9.9
26-30	22	27.0
31-35	9	11.0
36-40	24	29.6
41-45	10	12.3
46-50	8	9.9
Total	81	100

Source: Field data, 2005

In Table 3, the distribution shows that a fair proportion of 36.9% were young adults, 40.6% middle age adults and 22.2% being adults of 41 years and above. The age pattern shows a sense of maturity among the teachers in the schools and the age groups which are not likely to stay in the District for long if not properly motivated.

Regarding age patterns, Soglo (2000) says that such matured age patterns indicate that teachers are matured emotionally and have life experiences which enhance their objective judgements about events and situations and also their contribution to decision making. In short, teachers would have acquired the requisite experiences of life and expertise which could impact positively on their work. By virtue of their maturity, their views on what goes on around them must be accorded the deserving weight.

Table 4 presents the educational levels of the respondents where about seventy-five percent (75.3%) of them were first degree graduates, with 49.4% out of this number being first-degree professional teachers. There were also 13.6% professionals holding diplomas, and 11.1% with higher degree certificates. Such calibre of teachers, that is, first degree holders and higher, have higher expectations and therefore will either leave the profession and seek greener pastures if they are not well motivated or stay in classroom and not give off their best because they are de-motivated.

Table 4: The educational level of respondents

Educational level of respondents	Frequency	Percentage
Diploma (professionals)	11	13.6
First degree (professional teachers)	40	49.4
First degree (non-professional teachers)	21	25.9
Higher degree cert. (M.A. /M.Ed. /M. Phil)	9	11.1
Total	81	100

Source: Field data, 2005

The table shows that trained teachers were quite numerous in the schools, looking at the educational background presented, indicating that the schools were well staffed with the professionals needed for the effective implementation of the Senior Secondary School programme. Table 5 depicts the rank of the various teachers who were chosen for the research.

Table 5: Rank of respondents

Rank	Frequency	Percentage
Assistant Director	10	12.3
Principal Superintendent	44	54.3
Senior Superintendent	16	19.8
Superintendent	11	13.6
Total	81	100

Source: Field data, 2005

From Table 5, it can be seen that a greater percentage of the teachers were from senior superintendents to assistant directors which meant knowledgeable teachers who are well versed in their various subject areas and therefore if financial incentives are properly designed and implemented, it can improve their productivity and complement their intrinsic motivation.

Table 6 reveals the responses from the question on teaching experience. With that, 38.3% had between 11 and 20 years experience. However, only 8.6% had more than 20 years teaching experience.

Table 6: Teaching experience of respondents

Number of years spent in teaching	Frequency	Percentage
1-5	21	25.9
6-10	22	27.2
11-20	31	38.3
Above 20	7	8.6
Total	81	100

Source: Field data, 2005

With these experiences, according to Melton (1994), it is clear that they are competent teachers who are adequately prepared as professionals to teach and to effect change in their students, and this competence is related to expected performance and remuneration. Table 7 shows the number of years the teachers have spent in the District.

Table 7: Number of years teaching experience in the District

Number of years taught in District	Frequency	Percentage
1 – 5	41	50.6
6 – 10	18	22.2
11 – 20	14	17.3
Above 20	8	9.9
Total	81	100

Source: Field data, 2005

The table reveals that 50.6% of the respondents had taught in the District for about five years, and 22.2% had also taught between 6-10 years. This suggests that most teachers' leave the district, if not the profession, after a couple of years teaching. This shows they are less motivated, if motivated at all, to stay in the district.

### **Degree of satisfaction on the job**

Respondents were asked to rate their satisfaction levels concerning a host of indicators as presented in Tables 8-10. In Table 8, we see the degree of satisfaction the teachers have on the job, with particular reference to welfare support from PTA and the school Board.

The Table shows that about half of the respondents were not satisfied with the nature of welfare support from P.T.A or the School Board (50.6%). The support, they explained, was insignificant in amount and also irregular and therefore did not motivate them.



Table 8: Satisfaction with teacher welfare support from PTA and school Board

Satisfaction level	Frequency	Percentage
Very satisfied	12	14.8
Satisfied	28	34.6
Dissatisfied	30	37.0
Very dissatisfied	11	13.6
Total	81	100

Source: Field data, 2005

Concerning satisfaction with extra teaching allowance which is money paid by the students for extra class teaching, the responses are shown in Table 9.

Table 9: Satisfaction with extra teaching allowance

Satisfaction level	Frequency	Percentage
Satisfied	36	44.4
Very dissatisfied	9	11.1
Dissatisfied	20	24.7
Not Sure	16	19.8
Total	81	100

Source: Field data, 2005

It can be seen from Table 9 that the majority of the respondents (55.6%) were not satisfied with the extra teaching allowance. They explained that although the fee paid by the students for extra-class teaching was enough, a

greater part of the money went into the running of the school and therefore very little was left to be paid to the teachers for the use of their time and energy. This is in support of Havey (1986), when he says that earning more money through bonuses or merit rating schemes serve as additional motivational factors for employees since reward for merit represents another form of recognition.

When asked to indicate whether they were satisfied with the extra money paid to them at the end of each term in the name of 'motivation,' 58% of the respondents indicated that they were satisfied with. This means Vroom (1964), was right by saying that some people see money as having an intrinsic worth and derive satisfaction from the actual accumulation of wealth. Therefore if they are paid well, they will be motivated enough to stay in the district and teach.

### **Satisfaction with academic performance**

Respondents were not satisfied with the performance of students in the district. They were dissatisfied with the initial calibre of students admitted into form one because the best aggregated grade that the district had been getting was 20 points or worse. Yet, the heads had no choice but to admit such bad grades in order to meet the quota allocation of the Ghana Education Service. Students from the district were given priority and as most of the students attended the local public school, their grades could be very low. This also reflects in the number of students who pass out of the senior secondary schools in the district and are able to score aggregate 24 or better in their final West African Senior Secondary Certificate Examination (WASSCE) to continue their education elsewhere. Table

10 highlights the aggregate scores pupils obtained in the Basic Education Certificate Examinations (BECE) prior to entering the Senior Secondary Schools.

Table 10 : Students performance in the district

Year	Number presented	Aggregate 24 or better	Percentage
2000	200	28	14.0
2001	248	30	12.0
2002	181	27	15.0
2003	198	29	14.6
2004	224	31	13.8
2005	201	28	13.9
2006	245	31	12.7
Total	1497	204	100

Source: West African Examination Council results, (2000 – 2006).

People work better when highly motivated, according to Pettinger (2002), and that there is a direct relationship between quality of performance and levels of motivation. Also, there is the possibility that enhanced levels of teacher motivation will lead to superior student achievement (Jordan 1986). The table affirms this.

### **Teacher expectations concerning district support**

Most of the respondents came to the District with the promise that they would be sponsored by the District Assembly to further their education after three

or four years' teaching. Also, the District promised accommodation and land for farming for those interested but some had stayed for ten years or more without receiving any such benefit. As a result of this, 75.3% of the respondents indicated that their expectations in the district had not been met. This means that the teachers were dissatisfied and will therefore not hold any positive attitude towards their job, as according to Jones et al (2001), people with high levels of satisfaction hold positive attitudes towards their job. Asked to indicate whether they were satisfied with the recognition given them by parents and the Parent-Teacher Association, their responses are presented in Table 11.

Table 11: Recognition by Parents and Parent-Teacher association

Recognition level	Frequency	Percentage
Very satisfied	8	9.9
Satisfied	35	43.2
Dissatisfied	5	6.2
Very dissatisfied	33	40.7
Total	81	100

Source: Field data, 2005

Table 11 shows that a large number of the respondents (53.1%) were satisfied with the recognition they received from parents and the Parent-Teacher Association as they tended to present them with gifts at the end of each year and also gave them donations each time a teacher was bereaved. However, 46.9% were not satisfied with the recognition they received from parents and the Parent Teacher Association because they claimed the gifts and monies they received

from them were not enough. From the table, it shows (53.1%) have their social needs as well as esteem needs met, according to Maslow.

### Factors attracting teachers to the district

Factors that attracted the teachers to the district are presented in Table 12. They are what may be termed as 'pull factors' and include proximity to the metropolis, promise made by the District Assembly, conducive environment, religion and school type.

Table 12: The pull factors to the two schools

Pull factors	Frequency	Percentage
Proximity to Kumasi	24	29.5
Promise by District Assembly	20	24.7
Posting	15	18.5
Conducive environment of school	13	16.2
Reasons relating to religion	5	6.2
Single Sex School (gender-based school classification)	4	4.9
Total	81	100

Source: Field data, 2005

With the exception of geographical location which was a common and dominant factor attracting teachers, the rest of the teachers mentioned completely different pull factors as indicated in Table 12. It can be seen that some accepted to teach in the district because of the promise from the Assembly that they would

be sponsored to further their education and allocated plots of land for farming by those interested (24.7%). Some (about 19%) were also posted to the district by the Ghana Education Service and therefore had no choice. Official posting was, therefore the third strongest factor. The conducive environment of the school for teaching was the fourth dominant factor (16.2%). In addition to the forgoing views on pull factors, respondents gave various indications of other motivational factors that brought them to the schools where they were teaching.

The study assumed that the factors to be considered as most important for teachers' motivation in the district would be adequate teaching materials, extra incentive from the PTA, good head-teacher relationship, healthy staff relationship, smaller classroom size, provision of transportation for teacher mobility, provision of meals, fewer non-teaching duties and more attractive classroom space. The results of the survey as shown in Table 13 reveals that most teachers believed that increasing motivation depended on more adequate teaching materials (17.3%), extra incentive from the PTA (18.5%), school provision of transport for teacher mobility (13.6%) and provision of meals by the school (16%).

Table 13: Working conditions and teachers' motivation

Item	Frequency	Percentage
Adequate teaching aids	14	17.3
Extra incentive from PTA	15	18.5
Good head-teacher relationship	5	6.2
Healthy staff relationship	5	6.2
Smaller class sizes	10	12.3
Provision of transport for teachers	11	13.6
School provision of meals	13	16.0
Fewer non-teaching duties	5	6.2
More attractive classroom space	3	3.7
Total	81	100

Source: Field data, 2005

### **Teachers' motivation, administrative structures and functions**

The other motivational factors considered which were assumed to add to teacher satisfaction include satisfaction with administrative structures which were also taken to depend on other factors, such as:

- Prompt release of funds/materials from the schools administration.
- Teacher involvement in decision making relating to school discipline.
- Involvement in decisions relating to teachers welfare.
- Satisfaction with head's supervision of teaching.
- Involvement in school management committee's decision making.

- PTA involvement of teachers in decision making process

Table 14: Satisfaction with administrative structures and functions

Factors	Satisfied	Dissatisfied
Release of funds/ materials from the schools administration	38 (46.9%)	43 (53%)
Involvement in decisions relating to school discipline	65(80.2%)	16(19.8%)
Involvement in teachers welfare decisions	57(70.4%)	24(29.6%)
Satisfaction with head's supervision of teaching	60 (74.1%)	21(25.9%)
Involvement in school management committee's decision making	43(53.1%)	38(46.9%)
PTA involving teachers in decision making	52(64.2%)	29(35.8%)

Source: Field data, 2005

Table 14 shows that on the issue concerning decisions relating to school discipline, 80.2% of the respondents were satisfied, when it comes to decisions relating to teachers' welfare, 70.4% of the respondents were satisfied, head's supervision of teaching satisfied 74.1% of the respondents.

Regarding involvement in school management committee's decision-making, 53.1% of the respondents were satisfied as against 46.97% who were dissatisfied. PTA's involvement of teachers in decision making also revealed that 64.2% of the respondents were satisfied. Based on the results above, it can be



concluded that good interpersonal relationship and teachers' involvement in decision making are factors which influence teacher performance, and therefore agrees with Buhr et al (1983). Therefore, administrative structures and functions in the district could have positive motivational effects on the teachers.

**Teachers' satisfaction with welfare and supporting income**

The study further investigated teachers' satisfaction with attention given to their personal welfare and supporting income. The main factors identified in the answers to the research questions are:

- The provision of teacher welfare support from the PTA or School Board and the community, whether such support was adequate, and whether there was extra teaching allowance.
- The satisfaction with attention given to personal welfare problems.

Table 15: Satisfaction level of teachers with support services received in District

Item	Satisfied	Dissatisfied	Total
Teacher welfare support from PTA, School Board or Community	39 (48.1%)	42(51.9%)	81(100%)
Attention to personal welfare problems	47 (58%)	34(42%)	81(100%)

Source: Field data, 2005

Table 15 reveals that on the issue of attention given to personal welfare problems by the District, 58% of the respondents were satisfied whilst 42% were dissatisfied. In sum, it can be said that respondents registered more responses

affirming their satisfaction with the attention given to personal welfare problems (58%) than to the provision of teacher welfare support from the PTA or School Board/Community which was affirmed by only 48.1% of the respondents. This creates a sense of belonging, friendship and both the giving and receiving of love which according to Maslow, satisfies their love/social needs and can motivate them to stay.

### **Satisfaction with inter-personal relations among staff**

By and large, the variables designed to answer this research question were many but prominent among them were;

- The desire to work in the same district with different people or same group.
- The likelihood to change school/district because of the attitude of some colleagues.
- Satisfaction with encouragement by headship towards promotion and career development of teachers.

Regarding the interaction among colleagues, 91% of the respondents felt satisfied. Also, 61.5% of teachers desired not to work in the same district even with different group of people. But 69.2% of respondents would not want to change schools because of the attitude of some colleagues, whilst 30.7% wanted to change schools for the same reason. Most teachers rated their Head teachers as friendly, approachable and cooperative. Seventy-nine percent (79%) received constant encouragement from their heads towards their promotions and career development. The district was also sometimes ready to partly sponsor teachers

for further studies and place them under bonds based on the number of years taught in the district, which should not be less than eight years. Based on these results, it can be said that teachers in the district are generally satisfied with their interpersonal relationships.

It is evident from these analyses that there is a significant difference in teachers' expectations about their job motivation and willingness to stay at post. Regarding motivation and the likelihood of staying in current school for the next three years, 57% of the respondents were likely to stay, whilst 43% would be undecided. Based on the findings of the study, it may be concluded that there is a significant difference between the pull factors which is proximity of the District to the Kumasi metropolis, promises from District Assembly, etc and the push factor which is the reasons relating to religion that affect teacher motivation and commitment in the district.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The prime purpose of this study was to assess the level of teacher motivation in the Kwabre District with respect to determining the factors that attracted the teachers to the district, assessing the teachers' satisfaction with their working conditions with respect to administrative structures and functions in the schools, provision of teacher welfare support schemes, students academic performance, staff interpersonal relationships, etc. The study went further to assess the teachers' perceptions of the district's attraction as another determinant of teachers' motivation, commitment and willingness to stay at post for a longer period of time.

To achieve the above objectives, the study covered four out of the seven senior secondary schools in the Kwabre District. Open and close-ended questions were used for the study. The questionnaire items were pre-tested and revised to ensure that they could clearly be understood by respondents. In all, 96 questionnaires were administered and out of this number 81 (84.4%) were returned answered by of the respondents. The remainder could not be retrieved for reasons unknown to the researcher. Frequency distributions and corresponding

percentages were used for data analysis and interpretations. These were presented in tabular formats.

From the results, it is evident that there are significant differences in teachers' satisfaction levels and the motivating factors at work in the district. An interesting finding of the study is that more adequate teaching materials, extra incentive from the PTA, the provision of meals, and transportation for teacher mobility, among others, encouraged them to be willing to stay longer in their respective schools. With the exception of proximity of the district to Kumasi, which is the common dominant factor observed, most of the respondents have varied reasons for not wanting to change districts, including for example, conducive environment of the school for teaching and reasons of religion.

Concerning the issue of administrative structures and functions, the level of satisfaction was found to be generally high regarding almost all the issues investigated, with the exception of the release of funds by the head and the PTA, and teachers' involvement in decision-making. A very significant level of dissatisfaction was recorded as to whether teachers' expectations from the district authorities had been met. The teachers had their own expectations for choosing the district but those expectations had not largely been met. With regard to students' academic performance in the district, most teachers were dissatisfied but they blamed the heads and the Ghana Education Service for the situation. On satisfaction with interpersonal relationships among staff, it was clear that the teachers in the district tended to have more friendly inter-personal relationships among themselves. About expectations on the job, motivation and willingness to

stay at post, most respondents would choose the same district if they were fresh graduates.

The most important single factor that attracted the teachers to the district is its geographical location in the region because the district is very close to Kumasi the regional capital. Other factors include the schools environment which, according to the respondents, was conducive for teaching. Religion and the fact of the schools being non-mixed are also cited as measures of their attraction. However, there is also the factor of staff posting by the Ghana Education Service which some of the teachers alluded to.

The factors that tend to increase teachers motivation and satisfaction on the job include extra incentives from the PTA, more adequate teaching materials, smaller class sizes, the provision of transportation by the schools for teachers' mobility, provision of meals, good head-teacher relationships, fewer non-teaching duties and provisions made for teachers to earn extra income.

Administrative structures function satisfactorily, in the view of the teachers of the various schools. These include the easy release of materials/supplies/equipment and funds from the school administration to enhance the work of the teachers. Healthy interpersonal relationships exist among teachers in the district as a whole. This explains some of the teachers' willingness to stay and work with the same group of people for long periods. In this respect it can be concluded that good interpersonal relationships among colleagues is a motivational satisfier which nearly all the teachers look up to. Teachers who hail from the district tend to stay longer than those who come from other districts and regions. The young teachers who will serve as role models and significant others to the youth to

take up the profession are the very group unwilling to stay in the schools for a long period of time.

### **Conclusions**

From the findings of the study, the following conclusions could be drawn. Teachers would feel motivated and contented to remain on the job and in the district/schools if a greater number of their expectations are met. These expectations include provision of transportation for teacher mobility, welfare supports, a body of disciplined students with good academic performance, and the possibility of earning supporting incomes.

Teachers expect the administrative structures in the schools to function without any hitch so that they could enhance their professionalism. They would feel satisfied if given some chance to participate in decision-making so as to contribute their knowledge and experiences to the running of the schools. The study also reveals that good interpersonal relationships among colleagues, and between the heads on one side and teachers on the other, is a motivational factor which nearly all the teachers look up to in the study district. However, as the findings reveal, inadequate infrastructure like classrooms, laboratories, hostels/dormitories and other facilities make it difficult for the district to attract the calibre of students that will help the schools grow. Students enrolled in the schools come from the surroundings villages where the socio-economic environment tend to stifle people's scholastic ambitions and perceptions of value for education. Such a situation could also discourage teachers to work hard. But it might not be so in other districts in the Ashanti Region where the availability of

boarding facilities make it possible for schools to attract applicants from far and near to enrol.

In sum, Kwabre District is a true replica of a newly established district that struggles through its embryonic growth. It lacks the necessary facilities and amenities that the old established districts and schools are endowed with. The educational problems of the District are made worse as a result of the fact that most of the schools are non-boarding. But in the long run, the motivation, retention and professional growth of the teachers would depend on the community, the PTA, and the heads in the established schools. We can no longer link the problems for the teacher's job motivation to only salaries received from the government chest. Rather it needs to be recognised that a lot hinges on the set of intangible variables such as motivation and satisfaction.

### **Recommendations**

The following recommendations are made in the light of the findings and conclusions:

- Accommodation, which is one of the most important needs of teachers' in rural secondary schools, must be addressed by the stakeholders and the respective publics. The District Assembly can use a percentage of its common fund to put up low cost houses for the teachers to rent and/or grant subsidies to teachers who are able to arrange for their own accommodation. To add to this, since nearly all houses in Kwabre district are of the traditional compound-built type, the District Assembly and assemblymen can appeal to



landlords to release houses to the Ghana Education Service so that teachers may live collectively in a single compound.

- A good many of the teachers find the academic performance in the schools very dissatisfying despite the efforts they make to better the situation. It is therefore recommended to the Board of Governors, parents, the chiefs, and the District Assembly to ensure that infrastructural facilities like students' accommodation are provided to enable the schools attract more able students from the so-called 'good' schools within the region.
- The community should be sensitised to being teacher-friendly and supportive of those who live and work among them. This recommendation is based on the fact that more than half of the respondents were not satisfied with the communities' supports for the schools. Since the trend these days is to encourage stronger community participation in school activities, it would be a laudable opportunity for the communities within which the schools are located to create an enabling environment that would foster a rapport between school and community.
- Since the majority of teachers were not satisfied with the welfare support systems instituted in the schools, it is also recommended that the welfare systems be made to include attractive packages that would encourage teachers to participate and contribute to community development. Teachers' associations and credit unions, besides the district schemes could be formed to cater for their financial needs. It is also suggested that the heads should themselves institute some incentive packages to reward hardworking and

deserving teachers so as to encourage others to do the same and not rely solely on the district/region/national award schemes.

- All teachers clamour for satisfiers like canteens to see to their food needs, refreshing staff room for relaxation after work, reception of visitors etc. It is thus suggested to the headships that measures should be taken to facelift the staff common rooms to make for a good working atmosphere possible. Also, funds should be provided to the Home Economics Departments for the provision of subsidised breakfast and lunch under hygienic conditions. The PTA's may help establish and run proper canteen services that would provide healthy subsidised meals for both teachers and students. This will go a long way to motivate the teachers and students alike, and also help nurture discipline in the schools.
- A good majority of the teachers, if given the chance, would want to be transferred to other schools/districts. This is apparently due to the predominant rural conditions surrounding the school. In this modern and complex world where the demand for rapid information transmission has been enhanced by the boom in Information and Communication Technology in any organised environment, teachers would want to be connected to friends and other educational institutions elsewhere. It is suggested, therefore, that the Ghana Education Service makes the internet connectivity to schools in rural areas more accessible and less costly to encourage teachers to be part of the current global village. This suggestion, when implemented, should help put a stop to the drifting of teachers from the rural and sub-urban areas to the cities where these facilities have become

important academic tools for human resource management and development.

## REFERENCES

- Agyeman, D.K. (1986) *The Sociology of Education for African Students*.  
Accra:Black Mask Ltd.
- Aktinson, J.W. (1964) *An Introduction to Motivation*. New York: Van Nostrand  
Reinhold Co.
- Antwi, M.K. (1992) *Education, Society and Development in Ghana*. Accra:  
Unimax Publishers Ltd.
- Armstrong, M. (2001) *Human Resource Management Practice*. London: The  
Bath Press
- Ashton, P. & Webb, R. (1985) *Teacher Efficacy*. NewYork: White  
Plains,Longman
- Bame, K.N. (1991) *Teacher Motivation and Retention in Ghana*.Accra:  
Assemblies of God Literature Centre Ltd.
- Buhr, D., Crocker, L. & Ashton, P. (1983) *Teachers Sense of Efficacy: A Self or  
Worm-Referenced Construct?* Paper prepared at an Annual Meeting of  
Education Research Association, Montreal.
- Canvanah, G., Vroom, V. H., Skinner, D. (1964) *Work and Motivation*. New  
York:Wiley
- Denyer, J. C. (1980) *Industrial Administration*. London : MacDonald & Evans.

- Drayer, M. A. (1970) *The Teacher in a Democratic Society*; An Introduction to the Field of Education. Columbus.Ohio:Charles E. Merrill Publishing Co.
- Ellenberg, G. (1972) *Management and Leadership Development In Education*. vol. 9, pp. 40-43.
- Fuller, B. (1982) *Teacher Evaluation in the Organisational Context*. London: Pitman Publishers.
- Gibson, J. L. (1991) *Organisations Behaviour, Structure and Processes*. New York: Irwin McGraw-Hill.
- Golembiewskie, R. T. (1973) *Motivation, the Encyclopedia of Management*. New York: Van Nostrand Reinhold Co.
- Greenberg, J. & Baron, R. A.(1993) *Behaviour in Organisations*. Toronto: Allyn Barron
- Hellriegel, D., & Slocum, J. W. (1989) *Organisational Behaviours: Contingency, Views*. New York: West Publishing Co.
- Holt, D. H.(1980) *Motivating the Teacher*. New Delhi: Prentice Hall of India.
- Hopkins, A.H. (1983) *Work and Job Satisfaction in the Public Sector*. Totowa, New York: Rowman & Allanheld.
- Hoy, W. K., & Miskel, C. G. (1987) *Educational Administration: Theory Research and Practice*. New York: Randan House.
- Jones, G. R. (1998) *Strategic Management*. Boston: Houghton Mifflin Co.
- Jordan, N. (1986) Putting Management to Test. *Fortune*, pp.81-94.
- Kinard J. (1988) *Management*. Toronto: Health Company Ltd.
- Lawler, E.E., & Porter, L. W. (1967) The Effect of Performance on Job Satisfaction. *Industrial Relations*, Vol. 7, p.22

- Locke, E. A. (1969) *The Nature and Causes of Job Satisfaction*. Chicago: Rand McNally Publishers.
- Macneil, J.D., & Popham, W. J.(1973) *The Assessment of Teacher Competency*. Chicago: Rand McNally and Co.
- Mathtis, R. L., & Jackson, J. H. (1997) *Human Resource Management*. Minneapolis: West Publishing Company.
- McWilliam, H.O.A, & Kwamena Poh, M. A. (1975) *The Development of Education in Ghana*. London: Longman Green and Co. Ltd.
- Mead, R.(2000) *International Management*. Oxford: Blackwell Publishers
- Melton, R. K. F. (1994) Competences in Perspective. *Educational Research*, volume 36 (3) p. 44
- Middlemist,D.R., & Hitt, M. A. (1981) *Organisational Behaviour: Applied Concepts*. Chicago: Science Research Associates, Inc.
- Miller, R. C. (1981) *Moving into Management*. New York: Basil Blackwell.
- Mondy, W.R. (1980) *Management Concepts and Practices*. Boston: Allyn and Bacon.
- Moser, C.A., & Kalton, G. (1992) *Survey Methods and Social Investigation*. Hampshire: Gower Publishing.
- Mullins, L.J. (1996) *Management and Organisational Behaviour*. Harlow: Financial Times Prentice Hall.
- Mullins, L.J. (1999) *Management and Organisational Behaviour*. Harlow: Financial Times Prentice Hall.
- Mullins, L.J. (2002) *Management and Organisational Behaviour*. Harlow: Financial Times Prentice Hall.

- Mumford, A. (1972) *Manager and Training*. London: Pitman Publishers.
- Organ, D., & Bateman, F. (1983) Job Satisfaction and the Good Soldier: The Relation Between Effect and Employee Citizenship. *Academy of Management*. vol. 8, p.96 – 100.
- Osuala, E. C. (2001) *Introduction to Research Methodology*. Rex Charles & Patric Ltd.
- Peretomode, V. F. (199) *Educational Administration: Applied Concepts and Theoretical Perspective for Schools and Practitioners*. Ikeja, Lagos; Joja Press Limited.
- Pettinger, R. (2002) *Introduction to Management*. New York: Palgrave Publishers.
- Robbins, S.P., Langton, N. (2001) *Organisational Behaviour*. New Jersey: Prentice Hall.
- Rue, W.R., Byars, L. B. (1986) *Management: Skills and Application*. New York: Irwin McGraw-Hill.
- Smith, P., Kendall, G., Hulin, N. (1969) *The Measurement of Satisfaction in Work and Retirement*. Chicago: Rand McNally & Co.
- Soglo, N. E. V. (2000) *Teacher Recruitment and Retention in Teacher Training Colleges in the Volta Region of Ghana*. Unpublished Postgraduate Thesis. Cape Coast : IEPA, University of Cape Coast.
- Staw, B.M. (1983) Motivation Research Verses the Art of Faculty Management. *The Review of Higher Education*. Journal Vol. 5, pp.12-13.
- Tang, J. (1993) Decision Making and Problem Solving: *Academy of Management Journal*. Vol. 9, pp. 73-96.

Torrington, D., & Hall, L., Taylor, S. (2005) *Human Resource Management*.

London: Prentice Hall.

Torto, D, S. (2004, July 4). 'Motivation: an Ingredient for Productivity', Daily

Graphic.



## **APPENDIX A**

### **QUESTIONNAIRE ON TEACHER MOTIVATION AND STUDENT PERFORMANCE**

The aim of this questionnaire is to solicit information with regard to teacher motivation in selected senior high schools in the Kwabre District of the Ashanti Region. The research is for the purpose of writing a thesis as part of the requirement for the award of a Masters Degree in Human Resource Management.

Your candid and objective responses will undoubtedly constitute a strong empirical basis for determining the level of the teacher motivation. You are assured that any information given is solely for academic purposes and will be treated as confidential. For this reason your name is not required. For most of the questions, alternative answers have been provided so that you only need to choose the appropriate answer with a tick. For others you may have to provide short answers. Thank you.

**SECTION A**

**Personal information**

**(Please tick where appropriate)**

1. Your gender  
male   
female
  
2. Your age  
20-25   
26-30   
31-35   
36-40   
41-45   
46 years and above
  
3. Marital status  
single   
married   
divorced   
widowed   
separated

4. Highest academic / professional qualifications

Diplomat (professional teacher) ( )

Diplomat (non-professional) ( )

Graduate professional ( )

Graduate non-professional ( )

Higher degree (MA/MED/MPHIL/PHD ( )

Other (please specify).....

.....

.....

5. Rank held

Assistant director ( )

Principal Superintendent ( )

Senior superintendent ( )

Other (please specify).....

6. Name of institution and number of years spent teaching in the school

.....

.....

7. Total length of teaching experience (years) .....

8. Programme area of teaching

General arts ( )

General science ( )

Business ( )

Technical ( )

Agricultural science ( )

Visual arts ( )

Home economics ( )

Any other (please specify).....

9. Your average class size, by class.....

10 Total number of teaching periods by class.....

11. Do you hold any position beside your teaching schedule?

Yes ( )

No ( )

12. Please specify position if yes

.....  
.....  
.....  
.....

13. (a) Kindly mark in order of importance to you at least six factors that you consider most important in increasing your satisfaction with your working condition.

- Rank ----a. Adequate teaching material
- b. Extra incentive from PTA
- c. Good head teacher relationship
- d. Healthy staff relationship
- e. Smaller class size
- f. School provision of transportation for teacher mobility
- h. School provision for meals
  - i free ( )
  - ii subsidized ( )
- i. Fewer non-teaching duties
- j. More attractive classroom/building

13(b) Kindly add any other comment that you believe would more express your feeling of satisfaction or dissatisfaction other than listed above.

.....

.....

.....

.....

14. Is there any provision for teacher welfare support in your school from the parent teacher association and or school board?

- Yes ( )
- No ( )

15. Please specify the kind of PTA/Board support received

.....  
.....  
.....  
.....

16. How satisfied are you with the support received from (15) above?

Very satisfied ( )

Satisfied ( )

Very dissatisfied ( )

Dissatisfied ( )

17. Is there any provision of support to your school and teachers from the school community as a whole (churches, governmental agencies, parents, prominent individuals etc.)?

Yes ( )

No ( )

If yes please specify the kind of support received

.....  
.....  
.....  
.....

18. Are you satisfied with this support?

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

19. Is there any provision for extra teaching to earn supporting income?

Yes ( )

No ( )

20. How satisfied are you with the extra teaching allowance? (if any)

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Not sure ( )
- d. Very dissatisfied ( )
- e. Dissatisfied ( )

21. Is there anything like motivation in the form of money paid to teachers at the end of the term/year? How much are you given in a year?

Yes ( )

No ( )

If yes, specify:

- ¢500-¢900 ( )
- ¢1m-¢1.9m ( )
- ¢2m-¢2.9m ( )

¢3m-¢3.9m ( )

¢4m and above ( )

22. Are you satisfied with the release of funds/material/supplies/ equipment from the school administration for the enhancement of your work?

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Not sure ( )
- d. Very dissatisfied ( )
- e. Dissatisfied ( )

23. Are you satisfied with your school's physical settings?

- |    |                   |            |                     |         |     |     |           |
|----|-------------------|------------|---------------------|---------|-----|-----|-----------|
|    | (a)               | (b)        | (c)                 | (d)     |     |     |           |
|    | (classrooms       | /canteen   | /library            | /school |     |     |           |
|    | (e)               | (f)        |                     |         |     |     |           |
|    | park              | /staffroom | /surroundings etc)? |         |     |     |           |
|    |                   | (a)        | (b)                 | (c)     | (d) | (e) | (f,other) |
| a. | Very satisfied    | ( )        | ( )                 | ( )     | ( ) | ( ) | ( )       |
| b. | Satisfied         | ( )        | ( )                 | ( )     | ( ) | ( ) | ( )       |
| c. | Not sure          | ( )        | ( )                 | ( )     | ( ) | ( ) | ( )       |
| d. | Very dissatisfied | ( )        | ( )                 | ( )     | ( ) | ( ) | ( )       |
| e. | Dissatisfied      | ( )        | ( )                 | ( )     | ( ) | ( ) | ( )       |



24. I am satisfied with the school physical settings because there is provision for

- a. free time/leisure ( )
- b. relaxation ( )
- c. eating ( )
- d. receiving visitors ( )
- e. any other (please specify)

.....  
.....  
.....

If you are dissatisfied /very dissatisfied then please complete question (25). You can tick as many as apply.

25. I am dissatisfied with the school's physical setting because there is no provision for

- a. teachers to relax ( )
- b. lunch/breakfast ( )
- c. receiving of visitors ( )
- d. environmental conditions are not conducive ( )
- e. any other( please

specify).....

Explain answer

.....  
.....  
.....

26. Are you satisfied with the school's attention given to personal/welfare problems (if any?)

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

27. Has your satisfaction level anything to do with your work output?

Yes ( )

No ( )

Explain your answer

.....

.....

.....

28. Are you satisfied with your assignment of non-teaching duties/supervision of the following: (a) sports (b) reports (c) grounds (d) organizations, etc, whichever applies.

- |                      | (a) | (b) | (c) | (d) |
|----------------------|-----|-----|-----|-----|
| a. Very satisfied    | ( ) | ( ) | ( ) | ( ) |
| b. Satisfied         | ( ) | ( ) | ( ) | ( ) |
| c. Very dissatisfied | ( ) | ( ) | ( ) | ( ) |
| d. Dissatisfied      | ( ) | ( ) | ( ) | ( ) |

29. Are you satisfied with the relationship/interaction of your colleague teachers in the school?

- a. Satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

Explain your answer .....

.....

.....

.....

30. Would you be very glad to work with the same group of people anywhere you find yourself working?

- Yes ( ) No ( ) Not sure ( )

Explain your answer

.....

.....

.....

.....

If you are dissatisfied with your colleagues then please answer question (31)

31. Would you like to change the school/department because of the attitude of some of your colleagues?

Yes ( )

No ( )

Not sure ( )

32. If you are not school/subject area head, how do you rate your school/subject head's relationship with you? (Please tick as many as applicable)

a. Friendly ( )

b. Cooperative ( )

c. Very helpful ( )

d. Supportive ( )

Any other (specify)

.....

33. If you are a departmental head how do you rate your members?

a. Compromising ( )

b. Readiness to work ( )

c. Ready to listen ( )

d. Supportive ( )

e. Any other (specify) ( )

34. Does your headmaster/headmistress encourage you to work toward promotion, career development etc.?

Yes ( )

No ( )

Any reason that can supply for your answer?

.....  
.....  
.....  
.....

35. Are you satisfied with the heads criteria for question (34)?

a. Satisfied ( )

b. Satisfied ( )

c. Very dissatisfied ( )

d. Dissatisfied ( )

36. Does your head give recognition to your work done as a teaching staff member?

Yes ( )

No ( )

If yes, what form does the recognition take?

.....  
.....  
.....

37. Are you satisfied with your head's supervision of teaching and learning in the school?

Yes ( )

No ( )

If yes, why?

.....  
.....  
.....

If no why?

.....  
.....  
.....

38. Are you satisfied with your heads administrative duties?

Yes ( )

No ( )

If yes then answer question 39.

39. I am satisfied because;

- a. he allows easy flow of information from his management to staff and vice versa
- b. he is ready to listen to my problems and makes effort to solve them.
- c. he is considerate in dealing with me
- d. he is approachable
- e. he rewards hard work

f. Any other

(specify).....

.....

40. I am dissatisfied because;

- a. There is no flow of information
- b. The head is not easily approachable
- c. The head does not give a listening ear
- d. There is no transparency in his administrative duties
- e. Any other (specify)

.....  
.....  
.....

41. Are you satisfied with the learning achievement of students in your school?

Yes ( )                      No ( )

If yes, in what ways, and how is your professional advancement enhanced by this?

.....  
.....  
.....

42. Do you have opportunity to contribute your knowledge, talents and experience towards the running of the school?

Yes ( )

No ( )

43. Have your expectation in the school been met?

Yes ( )

No ( )

Please explain your answer

.....

.....

.....

.....

44. What other factors attracted you to the school? (please specify)

.....

.....

.....

In the following items, select the response which is most appropriate to you.

45. Relation with head

a. Very satisfied ( )

b. Satisfied ( )

c. Very dissatisfied ( )

d. Dissatisfied ( )



46. My relationship with fellow teachers
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
47. My relation with my students
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
48. My relationship with my school management committee members.
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
49. Rate of career advancement
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )

50. Frequency of in-service training.

Please state the frequency in each year.....

And your level of satisfaction?

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

51. The class size in relation to teaching and learning materials

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

52. Daily preparation of lesson notes

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

53. Consultation before GNAT deductions on salary

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )

d. Dissatisfied ( )

54. My present salary

a. Very satisfied ( )

b. Satisfied ( )

c. Very dissatisfied ( )

d. Dissatisfied ( )

55. My salary compared to private school teachers

a. Very satisfied ( )

b. Satisfied ( )

c. Very dissatisfied ( )

d. Dissatisfied ( )

56. Pay structure of GES

a. Very satisfied ( )

b. Satisfied ( )

c. Very dissatisfied ( )

d. Dissatisfied ( )

57. How long my salary can take me within the month. (please state the length of time and the level of dis/satisfaction).

Length of time in a month .....

a. Very satisfied ( )

- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

58. The rate at which my salary is increased

Yearly ( )      Every Two Years ( )      Other ( )

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

59. Professional status of the teacher compared to other workers

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

60. Recognition given by parents and PTA

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

61. Recognition of my efforts by policy makers of GES

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

62. Societal attitudes towards teaching

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

63. Recognition given me by my students

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

64. My involvement in the decisions relating to school discipline

- a. Very satisfied ( )
- b. Satisfied ( )
- c. Very dissatisfied ( )
- d. Dissatisfied ( )

65. My involvement in decisions pertaining to internal supervision of work
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
66. School management committee members involving me in decision-making process
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
67. PTA members involving me in decision-making process
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )
68. My involvement in decisions relating to teachers welfare.
- a. Very satisfied ( )
  - b. Satisfied ( )
  - c. Very dissatisfied ( )
  - d. Dissatisfied ( )

