

**CORRELATES OF JOB MOTIVATION OF PHYSICAL EDUCATION  
TEACHERS IN NORTHERN GHANA SECONDARY SCHOOLS**

A Thesis  
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the Faculty of Education  
University of Cape Coast

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Philosophy (Physical Education)

by

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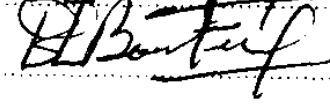

UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND  
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The undersigned of the Departmental Board of Examiners certify that they have read and recommend to the Faculty of Education for acceptance of the thesis entitled:

CORRELATES OF JOB MOTIVATION OF  
PHYSICAL EDUCATION TEACHERS IN  
NORTHERN GHANA SECONDARY SCHOOLS

Submitted by Alfred Abugre Ndago in partial fulfilment of the requirements for the degree, Master of Philosophy (Physical Education).

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## ABSTRACT

The study was conducted to determine the extent to which selected factors such as opportunities for promotion, salary level, status, students response to the physical education programme, provision of incentives, and opportunities for professional growth would influence the job motivation of physical education teachers in Senior Secondary Schools in the Upper East, Upper West, and Northern Regions of Ghana.

A sample of 40 trained male and female physical education teachers from the schools was drawn by stratified random sampling method. The sample represented 80% of the target population.

Data were gathered through the administration of questionnaire to the sample selected for the study. Frequencies and percentages were used to describe the biodata. The chi-square statistic was used to test the six null hypotheses and the findings were presented and discussed.

Results on biodata confirmed that there were more male than female physical education teachers in Northern Ghana Secondary Schools. The same results also revealed that majority of the respondents were quite young (86%), held the diploma certificate (80%), and were in the senior superintendent rank.

The findings of the study showed that opportunities for promotion, salary level, status, student response to the physical education programme and opportunities for professional growth

were significant factors in the job motivation of respondents. The extent of provision of incentives was, however, not a significant factor of the job motivation of respondents.

The conclusion for this study was that, giving the factors investigated, physical education teachers in Northern Ghana Secondary Schools were motivated to a large extent in their jobs.

## ACKNOWLEDGEMENT

The researcher is highly indebted to Dr. B.L. Boateng, the principal supervisor, who patiently and meticulously vetted the entire write-up. His comments, constructive criticisms, suggestions and professional guidance contributed tremendously to shaping this final work. The foundation of the research was, however, laid by Prof. Yomi Awosika, a visiting professor from University of Ibadan, Nigeria. His expert advice and encouragement will forever be remembered.

Other contributors who keenly ensured the steady progress and completion of this investigation and deserve commendation include Dr. S.L. Lamptey, Mr. F.S. Bediako, and Prof. E.T. Kodzi first Head of Department of Health, Physical Education and Recreation.

The selfless and devoted services of my research assistants - Messrs John Bosco Bachor, and Abu Baba - both students of my department need special commendations. They did not only make collection of data over a vast area, such as Northern Ghana, easier but secured enough data for me even when the investigation was threatened by the outbreak of ethnic conflicts in Northern Region. I salute them heartily for their commitment and high sense of duty.

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## DEDICATION

This work is dedicated to my loving wife Agnes Abanga,  
and my affectionate children Francis, Joyce, Theresa, Daniel and  
Juliana.



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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

In the most recent past physical education occupied an enviable place in the curriculum of secondary schools in Ghana. The subject enjoyed good patronage and teachers appeared encouraged to work hard on the job, particularly, in Northern Ghana.

Today, there is so much talk about falling standards in physical education. The reasons for this assertion are quite speculative, however, available literature in psychology point to motivation as a powerful factor that appears to influence the desires of people to work. It is contended that people would work or not work depending on the interplay of some motivation factors influencing their jobs (Vroom, 1964).

Human beings have motives for their behaviour. While some motives are purely directed toward the satisfaction of physiological needs, others are a result of drives to satisfy some social needs. A worker on the job is constantly confronted with changing needs which must be met and for which he puts up specific types of behaviour. It is said that motivational factors that direct people's behaviour also determine the intensity or strength of the type of behaviour exhibited. Thus, the stronger the motivation the more likely the individual will act (Solomon, et al 1983). This explains why the behaviour of a motivated person may differ from the behaviour of an unmotivated individual. It

is assumed that a motivated physical education teacher would direct teaching and learning vigorously and evaluate his or her work constantly in the schools. The less motivated teacher on the contrary may not be interested in his or her job; the teacher may find it boring and may generously give out his or her teaching periods to other subject teachers who request more periods to complete their syllabi. These attitudes of physical education teachers, especially, in Northern Ghana secondary schools tend to reduce the positive impact of the subject on the lives of students.

Some psychologists such as Herzberg and Snyderman 1989, hold the view that job motivation may be increased in some workers when they are provided things like incentives, higher salaries, social status, job security and many others. Against this background, some management of organisations employ various motivating factors to entice their employees to increase productivity. Knowledge and understanding of existing motivation models are useful in guiding us about the use of one motivational factor or the other. The homeostatic model explains human behaviour as a means by which the body tries to maintain equilibrium. In this regard, motivation serves the grand scheme of self-regulation or homeostasis. By application, the physical education teacher who cannot earn enough income from his or her job to meet his or her feeding requirements may choose to perform other jobs for extra incomes to satisfy this need. The teacher would continue

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

Maslow (1984), pointed out that man continues to be a "wanting-animal" all his life because he is confronted with another set of needs when one set of needs is catered for. When physical education teachers are provided with equipment and facilities to work with, they would be anticipating the payment of some allowance to compensate them for, perhaps, working too hard or overtime. The Hierarchy of Needs Theory propounded by Maslow contends that we climb up the ladder of needs one level after another in an orderly manner; that is, from basic physiological needs to self-actualisation. The physical education teacher must satisfy his food needs before he takes care of security and safety needs. These must be satisfied before love and sex needs are attended to.

Among every group of workers some people are prone to competing with others or against some internal or external standards to achieve excellence, reach high goals, or succeed in difficult tasks (Davidoff, 1987). Competition as a result of achievement motivation becomes a healthy exercise when there is success at the end. Failure to satisfy cognitive and social motives most often leads to frustration and severe disturbances. Frustration reduces the arousal level of the individual aspiring to achieve success.

The proponents of Optimal-Level-of Arousal Theory argue that individuals will seek to increase arousal level when it falls too low

(Herzberg and Snyderman, 1989). This may explain why many diploma certificate holders in Northern Ghana secondary schools whose job security is threatened by the new educational reforms are frantically trying to gain admission to the university. The objective is to upgrade themselves and justify the right for them to continue teaching in these institutions.

The desire to continue working seems to be influenced by the expectations and goals that people set for themselves. Cascio (1989), observed that people do what they are rewarded for doing, repeat rewarded behaviour and increase output when their expectations are met. The problem with human beings is that they tend to avoid work and would not work on their own volition unless coerced or compelled to do so (Maslow, 1984). As a result of this innate characteristic of man, there is absolute need to motivate him with both tangible and intangible means to work hard. These motivating factors in the workplace led the researcher to investigate which of such factors were likely to motivate physical education teachers in Northern Ghana secondary schools to work harder on the job.

### **Statement of the Problem**

The desire to have physical education play its required role of developing student participants physically, mentally, emotionally and socially was ever increasing. Physical education teachers who were responsible for ensuring that teaching and learning of the subject was



effective in secondary schools did not appear to be motivated sufficiently on the job.

Since it was difficult to determine the motivation level of the respondents the researcher selected six psychological factors to find out the extent of the job motivation of physical education teachers in Northern Ghana Secondary Schools.

### **Research Questions**

The sub-questions which the study sought to answer included the following:

1. To what extent would opportunities for promotion influence the job motivation of physical education teachers in Northern Ghana Secondary Schools?
2. To what extent would salary level be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?
3. To what extent would status be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?
4. To what extent would the response of students to the physical education programme influence the job motivation of physical education teachers in Northern Ghana Secondary Schools?

5. To what extent would the provision of incentives be a factor of job motivation among physical education teachers in Northern Ghana Secondary Schools?
6. To what extent would opportunities for professional growth be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?

### **Major Hypothesis**

There would be no significant difference between opportunities for promotion, salary level, status, student response to the physical education programme, provision of incentives, and opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

### **Sub-Hypotheses**

1. There would be no significant difference between opportunities for promotion and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
2. There would be no significant difference between salary level and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
3. There would be no significant difference between status and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

4. There would be no significant difference between student response to the physical education programme and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
5. There would be no significant difference between provision of incentives and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
6. There would be no significant difference between opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

#### **Significance of the Study**

The results of this study would be beneficial to both the Ministry of Education and the Ghana Education Service as they would provide the basis for determining job motivation of physical education teachers in Northern Ghana. It is envisaged that the findings would become a resource for school administrators to determine areas for boosting job motivation of physical education teachers in Northern Ghana secondary schools. Besides, researchers who want to carry out further studies on the topic would utilise the findings of this study as a base from which to start. The findings and recommendations are likely to create the much-needed awareness among physical education

teachers to strive to improve themselves without compromising their professional principles.

### **Delimitations of the Study**

The study was delimited to physical education teachers in Northern Ghana secondary schools. The target population was confined to trained or professional physical education teachers in the Upper East, Upper West and Northern Regions of Ghana.

The specific variables studied included the following:

1. Opportunities for promotion.
2. Salary level of physical education teachers.
3. Status of physical education teachers.
4. Response of students to the physical education programme.
5. Provision of incentives.
6. Opportunities for professional growth.

The instrument for data collection was questionnaire. The chi-square test was used for data analysis. All the sub-hypotheses were tested at 0.05 significance level.

### **Limitations of the Study**

The major limitation of the study was the outbreak of ethnic conflicts in Northern Region which affected some selected schools in Salaga, Yendi, and Bimbilla. The conflicts hampered the easy collection of data and thereby increased the cost of the study. The possibility of

respondents not giving genuine responses to the questionnaire was an additional limitation.

### **Definition of Terms**

**Job Motivation** — involves such factors as opportunities for promotion, salary level, social status, student responses to the physical education programme, provision of incentives, and opportunities for professional growth which determine the physical and social well-being of the teacher on the job and which may influence his or her desire to perform better or not perform at all.

**Correlates** — refers to determinants or factors. In this context, correlates of job motivation refers to the determinants, factors or things that bring about job motivation.

**Physiological needs** — refers to the basic needs of life including food, air and water to mention a few. These are also referred to as survival needs because without them the human organism cannot survive.

**Status** — refers to a person's standing in society or the position a person occupies in society. It also means the worth of a person in the eyes of the public involving the amount of respect and recognition the person enjoys from his or her society.

**Motivation models** — refers to the theory which explains human behaviour as a means of the body trying to maintain constancy or equilibrium.

**Hierarchy of Needs Model** — refers to a theory propounded by Maslow which focuses on the fact that human needs are arranged in five levels beginning with basic survival needs like food, air and water to complex self-actualisation needs like prestige and excellence. By this theory a person climbs up the ladder of needs orderly.

**Self-actualisation** — refers to the condition in a person's life in which he or she has obtained the ultimate of his or her potential that will give him or her fame. for instance.

**Optimal-Level-of Arousal Theory** — refers to the concept that human beings can be stimulated by motivating factors close to the maximum. The theory also argues that when the arousal level falls too low the organism reacts to increase it.

**Intrinsic motivation** — refers to the intangible rewards like praise and compliments, that an employee may receive on the job as to give him or her the inner drive to work harder.

**Cognitive and Social motives** — refer to factors that arouse a person to want to attain excellence in knowledge and acceptability in society.

**Extrinsic motivation** — refers to the inner drive that is generated in a person by the use of physical or tangible rewards in appreciation of outstanding behaviour or performance to entice the individual to improve his or her work capacity.

**Maintenance factors** — refers to those factors that make people happy or satisfied and lead them to want to work harder.

**Preventive medicine** — refers to the technique of employing appropriate measures that will help avoid unsatisfying situations among employees.

**Incentives** — refers to gifts, awards or prizes given to a person to induce him or her to work harder.

**Student Response** — refers to students' willingness or unwillingness to participate in the physical education programmes of their schools.

**Opportunities for promotion** — refers to the chances that exist for physical education teachers to move from one rank to the next higher rank.

**Opportunities for Professional Growth** — refers to the chances that physical education teachers have at their disposal, like chances for further studies, attending workshops, in-service training and seminars, to improve their professional competence in Northern Ghana.

**Northern Ghana** — refers to the geographical region comprising Upper East, Upper West and Northern Regions of Ghana.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focussed on some selected factors of job motivation as they relate to physical education. The review was treated under the underlisted sub-headings.

1. Opportunities for Promotion at the Workplace.
2. Salaries/Wages as the Reward of Labour.
3. Status and Status Perception of Workers.
4. Response of Students to the Physical Education Programme in Secondary School.
5. Incentives in Personnel Management.
6. Professional Growth of Physical Education Teachers

#### **1. Opportunities for Promotion at the Workplace**

Very often, workers consider the availability of opportunities a job can offer before seeking it. The more the opportunities the more attractive the job might be. Among the many opportunities a job might offer, opportunity for gaining promotion from one grade to the other is crucial to workers (Costley, and Todd, 1987). The writers posited that promotion itself was desirable because workers needed it to raise their social status and also play higher or additional roles on the job.

Appointments and promotions of teachers in Ghana Education Service are expected to follow a prescribed routine spelt out in the



Conditions and Scheme of Service for Teachers (Ghana, Ministry of Education, 1987). The conditions state, among other things, that all personnel of the teaching profession shall be entitled to promotion provided they satisfied the basic requirements. Whether all teachers have the same opportunities for promotion in the service, the conditions and scheme of service clearly provide a positive response. What is not clear is whether what is stated on paper is also practised accordingly. It might be possible that some teachers especially, physical educationists fail to gain promotion without clear reasons for their failure. On the contrary, other teachers might be satisfied with the scheme for promotions. In both situations teachers might put up certain behaviour to reflect the way they view their job. To them, the job might be motivating or unmotivating with the presence of opportunities for promotion or lack of it. In this regard, Laird and Laird (1967), emphasised that promoting a worker was a significant factor in upgrading a job and making it more desirable in terms of social approval for the beneficiary.

A look at the organisational structure of the Ghana Education Service indicates that it is vertical and pyramidal. Majority of teachers who hold the Post-Secondary or Post-Primary Certificate "A" form the base of the pyramid. Most of this category of teachers are either graded or ungraded. The commonest grade is Assistant Superintendent (Ghana Ministry of Education, 1987). According to the scheme, any teacher who holds the teachers' diploma certificate enters the service at

the grade of superintendent. The entry point of a newly trained graduate teacher is also superintendent. Differences, however, exist between the two categories of trained teachers. The degree holder is designated graduate superintendent whereas his counterpart is called non-graduate superintendent. The difference in designation also reflects a disparity in salary.

The service conditions also stipulate that promotion to the rank of senior superintendent is by application, recommendation and three years successful service on the last grade. It is clearly stated that promotion at this level is not automatic. Beyond the rank of senior superintendent, promotion is earned through interview and inspection of one's teaching or job efficiency. The ranks of principal superintendent, assistant director and director are senior or administrative positions in the Ghana Education Service. As a result, promotions to these positions are strictly controlled by the Ministry of Education. It appears that vacancies in the positions of assistant director and director must exist before people can be promoted to fill them. This may suggest why many teachers in the senior ranks stay in the same rank for more than the legitimate number of years. The aspirations of affected teachers to gain regular promotion and thereby benefit from increased salary and the associated social status are dashed. Nothing convinces these teachers that opportunities for promotion really exist.

The Ghana National Association of Teachers (GNAT) has a responsibility to ensure that its members have access to quick

promotion. The association does this by bringing vital information about opportunities for promotion to the door steps of members (Ghana National Association of Teachers, 1992).

Smith, et al (1969), viewed promotion as a job satisfaction facet which depended on the individual's perception of the modalities and policies that regulated the exercise of getting workers promoted. A regular promotion based on the principle of fairness and equity elicits workers' commitment to their jobs. As long as a worker knows that he or she is not discriminated against or that the organisation will reward his effort-input he or she will feel satisfied on this aspect of his or her job conditions.

## **2. Salaries/Wages as a Reward of Labour**

The economic contract between the employer and employees is the payment for services rendered to the organisation. The payment of money for labour is a common practice in most organisations. According to Costley and Todd (1987), the satisfaction of physiological needs is facilitated by the availability of money. For that matter, working and getting paid a good salary or wage is the paramount expectation of most workers. This may explain why some people get attracted to well-paid jobs when their qualifications permit them to seek those jobs. Chellandurai (1985), contended that in an organisational context, when an employee is provided with sufficient financial rewards in the form of salary and bonus, this insures that his

or her physiological needs are satisfied. This largely also, motivates him or her on the job.

Sometimes, it is not just the amount of money that matters to the employee but the value of that amount as well. What the salary or wage can buy is of relevance to the employee because that determines the ability to meet his or her needs. In a period of uncontrolled inflation, salaries and wages apparently become meaningless to the workers because money loses its value as a means of transaction. Under this circumstance, workers may agitate for pay increases leading to serious industrial actions.

People use money to satisfy their ever-changing needs but its supply is limited. The amount of money a worker receives at the end of the month depends on several factors including the worker's qualification, skill level, and type of job. In the case of the physical education teacher, his salary scale is determined by his professional rank across the board. Adams, and Jacobson (1984), observed that differences in remuneration might exist within a job because of differences in grades of workers. These differences were viewed by the same writers as potential agents of motivation as people aspire for the higher salary brackets. They also viewed the situation as unmotivating where low-paid workers are often urged by management to work harder, while those who receive more pay look for leisure.

The common assumption about workers is that an increase in salary or wage would have a corresponding increase in job motivation

and productivity investigated by Pratt (1979), showed no significant difference. It was further noted that salary per se was not a motivator but a satisfier. In this regard, salary could temporarily change a person's behaviour toward his or her job. This situation is not sustained for a long time because there are aspects of the individual's needs that money cannot buy.

Pratt (1979), pointed out that people work because they seek fulfilment in individual and social needs through intrinsic job motivation. Morse, and Weiss (1968), conducted a study on why people work. The finding of the study was that 31 per cent of workers would continue to work even if it was not financially necessary because of their relationship with colleagues. The relevance of the finding to the present study is the evidence that work induces a feeling of being tied into the larger society but not necessarily the desire for salary or wage. The importance of getting a salary or wage as a reason for working should not be completely dismissed. This is because an individual's attitude toward work is a function of his perception of the job, his cultural background and socio-economic status. Herzberg and Snyderman (1989), presented the Two-Factor Theory to categorise human behaviour as either influenced by maintenance factors or motivational factors. According to them, motivators include factors like achievement, recognition, work itself, responsibility and advancement. Satisfiers or maintenance factors include salary administration, supervision, inter-personal relationships and working conditions. It is

argued that when the motivating factors are low a need is created and has to be satisfied by the individual through some type of behaviour.

The concept that money can buy everything is gaining currency in Ghana. The pay packet of the individual sometimes serves as concrete evidence of how successful he or she is. Even though research findings by Morse and Weiss (1968), indicate that money is increasingly irrelevant in terms of need motivation, very few people can and will work for nothing. Unless people have a charitable reason and other financial support from benefactors, they will usually work for salary or wage.

It is, however, a novelty in some countries like Japan and China to channel more money into incentive awards and fewer into fixed salary as a method of motivating the worker (Cascio, 1989). The Japanese, for instance, pay bonus that represents about 25 per cent of a worker's basic salary. Cascio (1989), further proposed that employees with good skills should be provided skill-based pay which is a strong motivating factor for the development of employees' self-esteem and productivity. It may be difficult to appreciate the fact that salaries of teachers are based on professional ranks in Ghana (Ghana Ministry of Education, 1987). This makes workers with the same qualification and rank but different skill-levels earn the same salary. With this situation, workers with better or higher skill-level could be cheated on the job by management. This could make them get less enthusiastic about their jobs.

### 3. Status and Status Perception of Workers

Most people want to have a high level of esteem. They want to achieve the confidence and desire in themselves and want others to accord them recognition. Esteem needs might be satisfied by acquiring knowledge, high skill levels and by accomplishing difficult tasks. The individual's self-perception and recognition of others affect his status (Maslow, 1984). On-the-job esteem needs are expressed in the desire for prestige and social recognition. Failure to satisfy these needs could lead a person to feel inferior, helpless, passive and apathetic. Davis, and Newstrom (1986), posit that many jobs offer little opportunities for the satisfaction of esteem needs.

A good number of workers value their social status highly and would work hard to earn, protect and improve upon it throughout their working life. The ability of the worker, his job skills, and type of job all appear to be major sources of his social status. Many psychologists have proposed that people need to feel worthwhile, competent, and positive about themselves (Maslow, 1984; Rosenberg, 1979; Greenwald, 1980). Research has shown that most people would go to great lengths to maintain a favourable view about themselves.

There appears to be situations in which society accords high social status to some categories of jobs. This makes employees of such jobs feel important and indispensable. For instance, medical doctors, lawyers, political leaders, religious heads and successful businessmen

and women seem to enjoy a high social status in our society. On the contrary, professionals like farmers, tailors, carpenters, teachers and masons fail to get social recognition from the Ghanaian public. Social status appears to be greatly influenced by the individual's economic power today rather than academic degrees and the value of services provided.

According to Costley and Todd (1987), people hate to be deprived of their social status. When it happens such people tend to exhibit negative behaviour patterns like feeling inferior and unimportant before others. The writers emphasised further that any category of workers who are labelled inferior experience problems of anxiety, lack of confidence and interest in their jobs and thus, work less. Houston et al (1989), argued that workers with high social status feel secure, confident and more committed to their jobs. This category of workers develop a strong bond between them and their jobs. This view may not always be true because it is known that many well-placed workers tend to seek more leisure than work (Porter and Lawler, 1988).

Status deprivation of physical education teachers appears to be a universal issue. There are, however, variations in the level of deprivation because of differences in the state of enlightenment of citizens of various communities about the importance of physical education. Costley and Todd (1987), view motivation as an important factor in determining what a worker can do to improve his or her social



status. Status motivated behaviour should clearly be distinguished from other forms of motivation. For instance, if a rising executive chooses to eat his lunch in an expensive restaurant and not in the staff canteen his or her behaviour might be motivated by status needs than by biological need (i.e. hunger).

#### 4. Response of Students to the Physical Education Programme in Secondary School

The physical education curriculum in secondary schools has the primary objectives of providing students the best learning experiences geared toward developing the physical, psychomotor, cognitive and affective domains of the individual participant (Bucher, 1983). In order to achieve the above objectives the individual must participate in the curriculum programme fully and willingly. The degree to which students will participate in a programme depends on several factors including the individual's interest in physical activities, availability of safety measures and students' perception of the benefits of the programme. It is viewed that meaningful, exciting and beneficial activities included in any physical education programme can always attract a lot of student-programme participation (Bucher, 1983). Daughtrey, and Woods (1971), emphasised on the need for programme appropriateness or suitability as a pre-requisite for positive student response to the physical education programme.

Even though the physical education lesson is not optional participants will always find excuses to avoid it. When students end a

physical education lesson with pleasant memories they will endeavour to attend the subsequent lesson (Bucher, 1985). Response of students to the physical education programme is very important because it promotes healthy living as observed by (Davis, et al 1986).

Good programmes to attract students to participate in the physical education programme do not just happen. They have to be planned and executed by physical educators who are worth their salt. Bucher (1983), noted that quality of the teacher was crucial to the success of the lesson. He cited the underlisted personal qualities of a physical educator as pre-requisite to a good lesson.

The teacher must have:

- a. good knowledge of his subject matter;
- b. interest in his job;
- c. competence in skill performance;
- d. ability to create rapport or good inter-personal relationship with the class;
- e. good organisational ability.

A high percentage of students participation is an indicator for the acceptance of the programme. Research has shown that student achievement in the form of motor skill acquisition as in physical education is positively correlated with student engagement (Ashy, et al 1988; Buck, et al 1991; Dugas, 1984; Pieron, 1983; and Silverman, 1990). On the contrary, only a few students are likely to attend a programme that does not meet their physiological and social needs.

What is not clear about physical education teachers in Northern Ghana Secondary Schools is whether positive and negative response of students to their lessons affect their job motivation. Teaching cannot actually occur without participants. A teacher who cannot deliver his lesson because of lack of student participation is likely to put up unacceptable attitudes. It is for this reason that Laird and Laird (1967), pointed out that people take pride in their workmanship when they do work that they like. Taking pride in workmanship is also, likely to involve desire to be social and to feel respected. Cowell and Schwehns (1973), observed that when students are given opportunities to respond favourably to the physical education programme they will improve their capacity to live healthy satisfying and vigorous lives. At the same time, they will develop and maintain optimum physical efficiency, acquire useful knowledge, skills and loyalty in social settings.

##### **5. Incentives in Personnel Management**

Management of labour all over the world have used various techniques of motivating workers on the job. Provision of incentives seems to be the commonest technique being used. Management focus on the use of incentives because it is believed that a motivated worker could be a productive and happy worker. The work of Brayfield and Crockette (1985), showed that there was little evidence of relationship between satisfaction and job performance. The issue of satisfaction

influencing motivation was investigated by (Vroom, 1964). He concluded that job motivation was a matter of individual attitudes. This can be observed when some incentive is given to a group of workers with the aim of increasing their morale. Variations might exist in the arousal level of the workers — some might be highly motivated, moderately motivated or not motivated at all.

Studies by Laird, and Laird (1967), showed that people are likely to be motivated most strongly by what they do not have. In this regard, a worker who already possesses a radio will not be strongly motivated when management rewards him or her with another radio for his or her effort on the job. Perhaps, a reward in the form of a refrigerator which the worker does not have will motivate him or her. Similarly, the worker who has often desired to own a personal radio would be strongly motivated if he or she were to receive a radio as an award for hard work in the organisation. Cascio (1989), opined that when incentives purported to reward individuals do fit the situation performance increases an average of 30 per cent because of strong motivation. He also held the view that incentives directed toward a group increases motivation by only 18 per cent. These findings by Cascio (1989), have since exacted a great impact in the labour industry because management has shifted more attention to the provision of incentives to individuals than groups as a better method of increasing job motivation.

Porter, and Lawler (1988), argue that instead of job motivation being a determinant of performance, the performance of a task can provide motivation. Their view is that when the worker's skills, working conditions, and morale are improved he or she will be more committed to the job. Improved skill level makes operation of the job easier and enjoyable to the worker. The worker, thus gets satisfied with his or her own abilities and is spurred to do much better on the job. A dissatisfied worker may absent himself or herself from work, and laze about thus reducing labour turn-over.

Other incentives like winning bonus, free accommodation, free medical service, over-time allowance, study leave, provision of car loan, salary advance and award of scholarships are normally given to Ghanaian workers with the purpose of boosting their morale. According to Herzberg, and Snyderman (1989), morale is a product of individual job motivation and group cohesiveness. They concluded that workers get dissatisfied with their jobs when these factors were absent.

Different governments have viewed the need to motivate workers in varied ways. The Government of Ghana through some agencies has attempted to provide civil and public servants some incentives to increase their job motivation. The Social Security and National Insurance Trust (SSNIT) has embarked on the building of rental units of houses in the regional capitals to accommodate workers (Eshun-Baidoo, 1991). Again, Ghanaian workers on government pay

roll enjoy a rent subsidy which is 20 per cent of their monthly salaries (Eshun-Baidoo, 1987). The question to ask is whether these measures taken by government are influencing the job motivation of Ghanaian workers, especially physical education teachers in Northern Ghana Secondary Schools. As was said by Cascio (1989), when incentives meant for rewarding individuals do fit the situation job motivation is increased about 30 per cent. Physical education teachers, as pointed out by Bucher (1985), are tasked with work on the time-table and the co-curricular sports and games. It is apparent that no worker would continue to be motivated to work without tangible benefits accruing from the job. This calls for the use of different varieties of incentives to sustain job motivation.

In reviewing the involvement of organisations employing incentives to motivate workers, the Volta Aluminium Company (VALCO) and the Ghana Education Service (G.E.S.) cannot be ignored. Nyinah (1993), reported that VALCO had instituted a scholarship award scheme for the wards of hard-working personnel of the Company. The news was received with much enthusiasm among most workers as indicated by management. \*Similarly, the Ghana Education Service established the "Teachers Award Scheme" in 1992. The scheme was instituted to award prizes to outstanding or "deserving teachers". Though laudable in principle, the scheme appears to be a source of conflict than motivation for some teachers. \* The problem has been with the criteria used for selecting "deserving

teachers” from a pool of over 180,000 teachers in Ghana. The indications from most teachers are that the value of the awards presented to winners over the years has been inadequate to motivate many teachers. ✱

From investigation it is known that only two physical education teachers have so far received the award. This situation brings to the fore the level of job motivation and the value of the physical education teachers in the eyes of Ghanaian public. Szilagyi (1988), proposed the system of rewards for hardwork in which the individuals abilities and efforts are awarded using clear-cut criteria devoid of bias. Yonder and Standohar (1984), observed that the individual’s perception of the worth or value of rewards like incentives may result in motivated behaviour of workers on their jobs. Pratt (1979), emphasised that to make effective use of manpower, management should not only understand how people behave but also why they exhibit certain behaviour patterns at their work places.

## **6. Professional Growth of Physical Education Teachers**

Physical education teachers belong to a profession in which they hope to find recognition, respect, identity and above all, self-improvement (Bucher, 1985; Antwi, 1992). They need new reading material and in-service training to update their knowledge and skills. They also need opportunities for study leave to obtain a degree in university in order to enhance their status and increase their

professional competence. It is also expected that the higher the academic or professional qualification of the teacher the more secure he or she may be on the job. Jensen (1992), posits that one approach to professional improvement involves the earning of a higher degree. There are others such as attendance and participation at workshops, clinics, seminars, meaningful research and writing and the reading of professional literature. Generally speaking, higher professional skills of workers acquired through further training tend to place them in a better socio-economic status. This is because the higher the academic or professional qualification the better the pay packet and the easier it may be for the worker to meet his or her financial obligations. These may include procuring current books on the subject, paying for supplementary courses and others. Cascio (1989) considered these opportunities as strong motivational factors for employees to improve their work-related skills and job motivation.

According to Jensen (1992), professional development opportunities have two purposes. These include firstly, the need to prevent employees from becoming outdated and less competent. Secondly, it includes the desire to cause employees to become better prepared and more competent. Professional improvement should be viewed as a valuable supplement to an individual's basic preparation and professional experience. As a result of its importance there is the need to approach professional improvement issues of workers with enthusiasm and commitment. This approach should also be viewed as



an opportunity not only to improve the individual worker but the organisation as a whole as observed by Jensen (1992). The desire to improve individual professional growth in an organisation is a personal task at the onset. The worker must, first of all, indicate that he or she wants to grow on the job. In this regard the individual initiates his or her own development by making personal efforts. Organisations which are fully aware of the benefits to be derived from well trained personnel make efforts to ensure a regular training scheme for personal development. This approach taken by management is believed to give hope to employees for their future on the job. Increased sense of hope could trigger off motivated behaviour of workers on their job. Pratt (1979), cautioned that management should not only be concerned with what they can receive in terms of productivity from employees, but they must do well to raise their socio-economic status. Reason is, good socio-economic status provides self-esteem and ego-fulfillment in employees. He further noted that professional workers and persons in higher socio-economic groups are more likely to be intrinsically orientated than their blue-collar or lower socio-economic counterparts. A worker who is intrinsically motivated may work because he or she finds satisfaction in working. Such a worker could be very committed to this or her job and perform to achieve organisational goals.

The general growth of members of a professional organisation may depend on the nature and quality of the profession. Well established professions are likely to offer more opportunities to their

members for self-improvement than less endowed ones. The issue of physical education being considered a profession in Ghana is quite debatable. Freeman (1982), and Antwi (1992), sharing similar opinions about what a profession should be, suggested the following:

- a. A profession must have regulations that determine the quality of personnel joining it.
- b. A profession must be duly registered as a professional body and have a constitution to operate with.
- c. It must be accredited or affiliated to other professional bodies.
- d. It must be capable of publishing a journal, newsletter, magazine or other literature for its members and the reading public.
- e. It must have a code of ethics governing the conduct of its members including sanctions prescribed for misbehaviour.

From the criteria stated above, it can be inferred that physical education in Ghana has not yet got a full professional status because some ingredients are absent. This could be a limiting factor to the physical education profession for not being able to provide the right assistance to its teachers to improve themselves as quickly as possible. The mouth-piece of physical educationists in Ghana has always been Physical Education Association of Ghana (PEAG). The 1993 National Conference of Physical Education personnel in Ajumako all agreed that the Association had been dormant about the welfare of its members.

The conference leaders appealed to members to take advantage of opportunities in the new educational scheme to obtain university

degrees in the shortest possible time. From the list of attendance it was ascertained that majority of physical educators held the diploma certificate. The problem was appreciated because the degree course in physical education was a novelty in Ghana. Professional stagnation in the subject was created by the country's inability to run degree courses in physical education in the universities. Pratt (1979), and Bucher (1985), both agree that professional stagnation leaves employees with little sense of hope that their expectations would be met on the job.

With the introduction of the physical education degree course in University of Cape Coast and University College of Education of Winneba, more physical education teachers are making efforts to get admitted and many are already at training or have even completed some courses. The more physical educators go beyond the teacher's diploma level the better problems of job security, low prestige, and associated low morale may be solved. It may be worth recognising that regular training and new orientation are beneficial. Personnel who find it difficult to take a university degree should benefit from organised workshops, seminars, and other academic and professional meetings. Stitt, (1962), opined that professional teachers and workers who avoid retraining and other self-improvement opportunities soon find themselves stale in the fields and may contribute to reducing the social status and general image of the profession.

## Summary

The review of related literature on job motivation focussed on variables including opportunities for promotion of teachers, salaries/wages as the reward of labour, status and status perception of workers, response of students to the physical education programme in secondary schools, incentives in personnel management and professional growth of physical education teachers.

Opportunities for promotion as argued by Costley and Todd (1987), raise the social status of workers. Ghana, Ministry of Education (1987), clarify and guide promotions in the Ghana Education Service. The structure of the service is vertical and pyramidal and a teacher has to rise from the lowest rank of Assistant Superintendent to the highest post of Director-General. Smith, et al (1969), called for the principle of fairness and equity to control promotions to increase peoples' confidence in them. The Ghana National Association of Teachers has a responsibility to assist its members to see promotion as a motivating experience.

Beside promotion, workers need salaries and wages. Nobody works for nothing unless it is for charity. Costley and Todd (1987), observed that money enables the worker to meet his physiological and some social needs. The more the pay packet the better it is for the worker to satisfy these needs. People would naturally take jobs that pay more. The skills of the worker may determine the salary or wage he or she receives. What is vital is what money can buy but not its

quantity. The findings of Pratt (1979), revealed that salary was quite insignificant in influencing job motivation. This is confirmed by the work of Morse and Weiss (1988), that people would continue to work despite poor remuneration just because of social relationships.

Status is perceived by Maslow (1984) as an esteem need which provides prestige and social recognition to the individual. Many jobs fail to provide good social status (Davis and Newstrom, 1986). In some instances, society assigns status to some jobs thus making workers in such jobs assume a high social status. Misconceptions about physical education seem to deprive its personnel from enjoying a high social status. Bucher (1985), and Costley and Todd (1987), observed that status deprivation reduces job motivation. As observed by Houston et al (1989), workers with high social status develop a strong bond with their jobs.

The assumption for good student response to the physical education programme is that the programme is acceptable. Programme appropriateness stimulates such a strong response that teachers might, naturally, be encouraged to work (Daughtrey, and Woods, 1971). Davis, et al (1986), contended that students participation promotes their health and provides for cognitive, psychomotor, and social development. Research findings show that student achievement in motor skills is positively correlated with engagement (Ashy, et al 1988; Dugas, 1984; Buck, et al 1991; Pieron, 1983; and Silverman, 1990). Since student participation ensures survival of the physical education

programme, Laird and Laird (1967), observed that people take pride in their workmanship when they do work that they like.

Provision of incentives to workers is one technique used to motivate them. The findings of Brayfield, and Crockette (1985), however, show little influence of incentives on job motivation. Vroom (1964), said this issue was a matter of individual attitudes. Laird, and Laird (1967), showed in their studies that people are motivated mostly by what they do not have. In the view of Cascio (1989), when incentives intended to reward people fit the situation, performance increases by 30 per cent because of motivated behaviour. Porter, and Lawler (1988), argued that the performance of a job rather than incentive itself could be a job motivator. High morale is said to be determined by individual job motivation and group cohesiveness (Herzberg, and Snyderman, 1989). Workers groups like GNAT, VALCO and SSNIT have all tried various techniques of increasing job motivation of their personnel. Szilagyi (1988), proposed that acceptable criteria be used in justifying incentive rewards to workers. To make incentives beneficial, Yonder, and Standohor (1984), said the worker must perceive them to be valuable. Pratt (1979), noted that the task of management must be to know the right incentive that might motivate workers, to a greater extent, on the job.

The desire of most workers is to have opportunities for self-improvement. Jensen (1992), contends that one means of self-improvement is to earn a higher degree. Attendance to refresher

courses, exposure to current literature on the subject, involvement in research are additional means for self-improvement. It is viewed that higher degree obtained by a worker could be a source of increased social status. Two basic purposes of professional growth are to prevent personnel from becoming outdated and to make them competent. Pratt (1979), emphasised that management should invest more on workers to improve them and, ultimately, the organisation. He concluded that morale is lowered when workers do not feel that they contribute to the overall success of the organisation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This study was purported to determine the extent to which some selected factors influenced the job motivation of physical education teachers in Northern Ghana Secondary Schools. In order to do this, the following research method and procedures were utilized:

1. Research Design
2. Population
3. Sample and Sample Techniques
4. Instrumentation
5. Validity
6. Pilot Study
7. Data Collection
8. Data Analysis

#### **1. Research Design**

The model for this study was the descriptive research design. Questionnaire items of the single response type were used. These were however, incorporated with an open-ended item requiring the opinions of respondents in writing (Borg, and Gall, 1974; Best, 1970). The purpose of including the open-ended items was to solicit more information from respondents.



The dependent variable was job motivation and the independent was correlates of job motivation of physical education teachers in Northern Ghana Secondary Schools. The correlates of job motivation investigated included promotion, status, salary level, student response to the physical education programme, incentives and professional growth. Data gathered were analysed using the chi-square test for hypothesis testing.

## **2. Population**

The target population for the study was 50 physical education teachers in Northern Ghana Secondary Schools. This figure represented 22 respondents in Upper East, 18 from Northern, and 10 from Upper West regions, respectively.

## **3. Sample and Sampling Techniques**

The sample size studied was 40 trained physical education teachers. This figure represented 80% of the target population.

The sample was obtained by the stratified random-sampling method. By this method, the names of physical education teachers in the three regions were written on strips of paper and put according to regions, in three boxes. A ratio of 18:14:8 representing 22 from the Upper East, 18 from Northern and 10 from Upper West regions respectively was mathematically determined. This was done by dividing the sample size by the target population and multiplying by

the number of physical education teachers in each region. The proportions obtained were randomly sampled according to the respective boxes without replacement. The results of the separate draws were added up to form the total sample for the study.

#### **4. Instrumentation**

The instrument used in this investigation was questionnaire (see Appendix C). Questionnaire items were 11 altogether. They included both the open-ended and closed types. The number of alternatives for the closed type of item ranged from two to five. The open-ended questionnaire item catered for any omitted enquiry into an area of the study as opined by (Class, and Stanley, 1970).

#### **5. Validity**

The relevance of the questionnaire items was established before they were used for data collection. This was done by giving the instrument to experts in research to scrutinise the items for proper construction and relevance to the variables identified for hypothesis testing. This was done to facilitate the face validity of the instrument as recommended by (Cunningham, 1986).

#### **6. Pilot Study**

Before carrying out the main study the researcher carried out a pilot study in 10 secondary schools in Central Region to establish the

reliability of the instrument. Twenty physical education teachers were randomly sampled including 14 from Cape Coast, four from Winneba, and two from Swedru.

The instrument was administered to this sample. Completed copies of the questionnaire were retrieved after two weeks. All copies were retrieved from the respondents for scrutiny. It was realised that a preamble to the instrument should be provided. The inclusion of alternative (a) of item four was found to be irrelevant and was therefore eliminated.

## **7. Data Collection**

In order to facilitate distribution of questionnaire and collection of data, in such a vast area, the investigator sought the help of two research assistants. One of them was assigned to the Upper West Region and the other to the Northern Region. The Upper East Region was manned by the researcher himself. Copies of the questionnaire were administered at the same time and completed ones retrieved after two weeks. Thirty-six of the completed copies were retrieved from the three regions comprising 17 from Upper East, 11 from Northern and eight from Upper West. Out of the total of 40, four copies of the questionnaire were lost and one copy was found to have incomplete responses. The total number of useable questionnaire was thirty-five.

## **8. Data Analysis**

Data were analysed using the chi-square test for all the hypotheses at 0.05 significance level frequencies and percentages were used to describe the biodata.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

In order to determine the extent to which some selected factors had impact on job motivation of physical education teachers in Northern Ghana Secondary Schools, data on correlates of job motivation were collected. Results of the six hypotheses as stated in chapter one were analysed and discussed. Preceding the above, however, was the presentation of results on biodata of respondents in tables 1 to 4. These tables were based on gender, age, academic qualification and professional rank of the respondents.

**Table 1:**

Frequency and Percentage of Gender of Respondents

Gender of Respondents	f	%
Male	33	94.28
Female	2	5.72
Total	35	100

Table 1 above reveals that 33 or 94.28% of the total sample studied were males. Females were only two and formed 5.72% of the population. These results show that more males than females were involved in this study. The results also indicate that more male physical

education teachers than females were, perhaps, willing and accepted to teach the subject in Northern Ghana. The findings also confirmed that fewer females than males trained as physical education teachers.

**Table 2:**

Age Groups of Respondents

Age Groups (in years)	f	%
30 - 34	14	40.0
35 - 39	16	45.7
40 and above	5	14.3
Total	35	100

The age ranges of respondents presented in table 2 above indicate that 30 or 85.7% of them were below the age of 40 years. Only 5 or 14.3% of the respondents were 40 years and above.

These results show that majority of the respondents were young and in the active working class. The small percentage (i.e. 14.3%) of respondents at 40 years or above could be considered old staff. These results could have been influenced by the training of more younger teachers who now outnumber the old ones.

**Table 3:**

### Categories of Academic Qualification of Respondents

Academic Qualification	f	%
Bachelor Degree	6	17.1
Diploma	28	80.0
Specialist	1	2.9
Total	35	100

Results in table 3 show that majority (28 or 80%) of the respondents were holders of the teachers' diploma certificate. Only 6 or 17.1% of the respondents had the bachelor degree. An insignificant number (i.e. 1), still hold the specialist certificate in physical education. The large number of diploma certificate holders in the field could be the result of the dominance of diploma as the highest academic qualification for physical education in Ghana for several decades. The low count of degree holders in the study could be attributed to the fact that the physical education degree programme is a novelty in Ghana. The products of this programme are not many to be significant in the Northern Ghana Secondary Schools.

**Table 4:**

### Categories of Professional Ranks of Respondents

Professional Rank	f	%
Assistant Director	4	11.4
Principal Supt.	13	37.2
Senior Supt.	16	45.7
Superintendent	2	5.7
Total	35	100

The largest category of professionals involved in this study, as revealed in table 4 above, was senior superintendents. They were 16 and constituted 45.7% of the total number of respondents. The least category was superintendents who were only 2 or 5.7%.

It is clear from the table that 33 or 94.3% of the respondents were in the senior professional rank (i.e. from senior superintendent to assistant director). Since newly trained diplomats join the Ghana Education Service at the rank of superintendent, and enter the senior rank after three years of service it could not be surprising to find majority (94.3%) of respondents in this category. The low count of superintendents involved in the study suggest how easier it is for many respondents to obtain next rank.



### **Major Hypothesis**

There would be no significant difference between opportunities for promotion, salary level, status, student response to the physical education programme, provision of incentives, and opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary schools.

### **Sub-Hypothesis 1**

This sub-hypothesis stated that there would be no significant difference between opportunities for promotion and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.. Data collected to test this hypothesis were subjected to the chi-square test and the results are presented in table 5 below.

**Table 5:**

Influence of Opportunities for Promotion on Job Motivation of Respondents

Influence of Opportunities for Promotion on Job Motivation	Observed	Expected	X <sup>2</sup>
High	27	5.157	10.314 (S)
Low	8	5.157	
Total	35		

X<sup>2</sup> Crit. = 3.846, p<0.05, df = 1, S = Significant.

Significant difference was found between the extent of influence of opportunities for promotion and the job motivation of respondents. This was revealed by results in table 5 above where, the chi-square calculated value of 10.314 was greater than the critical value of 3.846 observed at 0.05 significance level with, one degree of freedom. This result called for rejection of the null hypothesis.

This finding could have been influenced by the greater number (27) of respondents who indicated that opportunities for promotion influenced their job motivation to a high extent contrary to the small number (8) whose motivation level was low.

It was clear by the result of this analysis that majority of physical education teachers in Northern Ghana Secondary Schools viewed the provision of opportunities for promotion as very crucial. The need for regular promotion was viewed against the background of its benefits to the individual respondent in terms of high social status and increased salary.

This finding is supported by the views of Costley and Todd (1987), that promotion is desirable since workers need it to raise their social status and get placed in good positions to play higher or additional roles on the job. The finding is also supported by those of Smith, et al (1969), who posit that promotion as job satisfaction facet depends on the individual's perception of the modalities and policies that regulate the exercise of getting workers promoted, and that regular

promotion based on the principle of fairness and equity elicits workers commitment to their jobs.

**Sub-Hypothesis 2**

There would be no significant difference between salary level and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. This sub-hypothesis was tested using the chi-square test and the results are presented in table 6 below.

**Table 6:**

Influence of Salary Level on Job Motivation of Respondents

Influence of Salary Level on Job Motivation	Observed	Expected	X <sup>2</sup>
High	1	9.745	
Moderate	17	2.445	
			14.635 (S)
Low	17	2.445	
Total	35		

X<sup>2</sup> Crit. = 5.991, p<0.05, df = 2, S = Significant.

Results in table 6 show significant influence of salary level on job motivation of respondents. This was revealed by the greater chi-square calculated value of 14.635, than the critical value of 5.991 observed at 0.05 significance level with two degrees of freedom. As a result of this finding the investigator failed to accept the null hypothesis.

Thirty-four respondents reported low to moderate influence of salary level on their jobs. Only one respondent was highly motivated by salary level. Generally, 18 respondents were motivated by salary level to a significant extent.

The findings failed to agree with those of Pratt (1979), Morse and Weiss (1968), and Cascio (1989), which hold that money in the form of salary or wage is increasingly irrelevant in terms of motivating workers on the job to any significant extent.

The high value placed on money by the Ghanaian worker and the roles that money can play in meeting most human needs could have influenced the findings in this analysis. This could be a good reason for low levels of salary being capable of motivating respondents on the job. This view is supported, also, by the findings of Laird, and Laird (1967), which show that people are likely to be strongly motivated by what they do not have.

### **Sub-Hypothesis 3**

The third sub-hypothesis stated that there would be no significant difference between status and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.. This hypothesis was tested with the chi-square test and the results are presented in table 7.

**Table 7:****Influence of Status on Job Motivation of Respondents**

Influence of Status on Job Motivation	Observed	Expected	X <sup>2</sup>
High	8	1.148	
Moderate	23	11.028	
			17.208 (S)
Low	4	5.032	
Total	35		

X<sup>2</sup> Crit. = 5.991, p < 0.05, df = 2, S = Significant.

Status was found to be a significant factor in the job motivation of physical education teachers in Northern Ghana Secondary Schools. This evidence was found in table 7 where, the chi-square calculated value of 17.208 was greater than the critical value of 5.991 observed at 0.05 significance level with, two degrees of freedom. As a result of this finding the investigator failed to accept the null hypothesis.

Twenty-three respondents were moderately motivated on their job by status while eight respondents said they were highly motivated by the same factor. Thirty-one respondents out of 35 were generally motivated to a significant extent by social status as against only four who were lowly motivated.

These findings could have been influenced by the great importance that workers attach to individual status on the job. The findings support that of Houston et al (1989), which show that workers with high status feel secure, confident and more committed to their jobs as they develop a strong bond with these jobs.

The results of this study could have, also, been influenced by the type of status society has placed on physical education as a profession especially in Northern Ghana. The findings of Maslow (1984), Rosenberg (1979), Greenwald (1980), on the relationship of status and job motivation agree that most people will go to great lengths to maintain a favourable view about themselves.

#### **Sub-Hypothesis 4**

This sub-hypothesis was that there would be no significant difference between student response to the physical education programme and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. The hypothesis was tested with the chi-square test and the results are presented in table 8.

**Table 8:**

Influence of Students Response to Physical Education  
Programme on Job Motivation of Respondents

Extent of Job Motivation from Student Response to Physical Education	Observed	Expected	$X^2$
Very High	3	3.778	
High	25	30.178	
			42.427 (S)
Low	5	1.607	
Very Low	1	6.864	
Total	35		
$X^2$ Crit = 2.365, $p < 0.05$ , $df = 3$ , S = Significant.			

From table 8 above, it was discovered that student response to the physical education programme was a significant factor influencing the job motivation of physical education teachers in Northern Ghana Secondary Schools. The evidence was provided by the greater chi-square calculated value of 42.427 than the critical value of 2.365 observed at 0.05 significance level with, 3 degrees of freedom.

While 28 respondents experienced high to very high levels of motivation, only 6 of them indicated low to very low motivation from student response to the programme. On the basis of these findings the null hypothesis was rejected.

The results of this study could have been influenced by the high student response to the physical education programme. The working environment of the teacher, which was a factor not catered for in this study could have influenced these findings too.

The present findings support those of Daughtrey and Woods (1971), which conclude that a pre-requisite for positive student response to physical education depend on the provision of appropriate programmes that would serve the needs and aspirations of participants. The findings are also supported by the views of Bucher (1983), that students would try to attend subsequent physical education lessons with enthusiasm when previous ones were interesting and attractive to them. On the contrary inappropriate programmes tend not to attract many participants.

### **Sub-Hypothesis 5**

There would be no significant difference between provision of incentives and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. The chi-square test was employed to test this sub-hypothesis and the results are presented in table 9 below.

**Table 9:**

Influence of Incentives on Job Motivation of Respondents

Influence of Incentives on Job Motivation	Observed	Expected	X <sup>2</sup>
High	12	1.728	3.456 (NS)
Low	23	1.728	
Total	35		

X<sup>2</sup> Crit. = 3.846, p>0.05, df = 1, NS = Not Significant.

The results on table 9 above showed no significant difference between the extent of influence of incentives and job motivation of respondents. The evidence of this finding was indicated by the lower chi-square calculated value of 3.456 than the critical value of 3.846 observed at 0.05 significance level with one degree of freedom. This provided grounds for failure to reject the null hypothesis.

The findings could have been influenced by the fact that a larger number (23) of respondents perceived incentives as a factor with low influence on their job motivation. This perception could be due to the



provision of inadequate or inappropriate amount and type of incentives to workers. It could also be due to perhaps, reasons of adequate emoluments and satisfying working environment not focused in this study.

These findings support the work of Vroom (1964), Laird and Laird (1967), and Cascio (1989), which posit that differences exist in the arousal level of workers when incentives are employed to motivate them at the workplace. The writers emphasised further that people are not likely to be motivated significantly by the provision of incentives which are either not adequate or ill-timed.

#### **Sub-Hypothesis 6**

There would be no significant difference between opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. This sub-hypothesis was tested with the chi-square test and the results are presented in table 10 below.

**Table 10:**

**Influence of Opportunities for Professional Growth on Job Motivation of Respondents**

Influence of Opportunities for Professional Growth on Job Motivation	Observed	Expected	X <sup>2</sup>
High	25	3.214	6.428 (S)
Low	10	3.214	
Total	35		

X<sup>2</sup> Crit. = 3.846, p < 0.05, df = 1. S = Significant.

The extent of opportunities for professional growth was found to significantly influence job motivation of respondents. This was revealed by the greater chi-square calculated value of 6.428 than the critical value of 3.846 observed at 0.05 significance level with, one degree of freedom as shown in table 10 above. The evidence of the results provided grounds for rejecting the null hypothesis.

While 25 respondents found job motivation to be high, 10 said that it was low when opportunities for professional growth were available to them.

The findings could be attributed to limited opportunities for self-improvement available to physical education teachers in Northern Ghana Secondary Schools. The teachers need opportunities for further studies, workshops, seminars and so on to improve their skills and outlook as noted by (Bucher, 1985).

These findings are supported by the work of Jensen (1992), and Cascio (1989), which conclude that higher professional skills of workers tend to place them in better socio-economic status and creates further desire in them to improve their work-related skills and job motivation. Pratt (1979) and Bucher (1985), concluded that professional stagnation leaves employees with little sense of hope that their expectations would be met on the job. The same writers added that morale of employees is lowered when they feel that they play no significant role in contributing to the success of the entire organisation.

It appears that the demand for a bachelor's degree as the minimum qualification for all secondary school teachers and the introduction of degree programmes in university for physical education in Ghana could have contributed to the marked anxiety for self-improvement among respondents.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **SUMMARY**

The study examined the extent to which some selected factors influenced job motivation of physical education teachers in Northern Ghana Secondary Schools.

Chapter one provided a general background to the study. The main problem was to determine the extent to which the selected factors influenced job motivation of respondents. The sub-hypotheses of the study were to determine the significance of opportunities for promotion; salary level; status; response of students to the physical education programme; provision of incentives; and opportunities for professional growth in terms of job motivation of respondents. Six sub-hypotheses were formulated from six research questions. The study was delimited to forty secondary school physical education teachers in Northern Ghana. Some key terms were operationally defined to conclude this chapter.

Chapter two reviewed related literature on the study under the following sub-headings: Opportunities for promotion at the workplace; Salaries/wages as the reward of labour; Status and status perception of workers; Response of students to the physical education programme; Incentives in personnel management; and Professional growth of teachers. A summary of the chapter was provided at the end.

Chapter three treated the methods and research techniques used for collection, organisation and analysis of data. The first subsection of this chapter described the research design as a survey. The population, sample and sampling techniques were identified. A sample of (N = 40) representing 80% of the total population of 50 physical education teachers was studied. The research instrument used was questionnaire which was pilot-tested for validity and reliability. The administration of the instrument was done by the investigator and two research assistants. The methods for data collection and data analysis were described at the end of this chapter.

Chapter four was devoted to data analysis and discussion of findings. Descriptive analysis of demographic data preceded chi-square statistical test of six null hypotheses. The results were analysed and discussed according to the tested sub-hypotheses.

### **Conclusion**

From the findings of this study it was concluded that physical education teachers in Northern Ghana Secondary Schools were motivated to a large extent by the selected factors of job motivation.

### **Recommendations from Results of the Study**

The following recommendations were made in view of the findings of this study:

1. Subject co-ordinators should go beyond inspecting the work of

physical education teachers to recommending the hardworking ones for promotion and other incentives in order to sustain their job motivation.

2. Student response to the physical education programme could further be enhanced if physical education teachers include interesting, challenging, and beneficial activities in the programme.
3. The quality of, and situation for which incentives are given to teachers should be constantly reviewed to ensure that job motivation is either maintained or even improved.
4. Physical education teachers who refuse to make use of the existing opportunities like workshops, and seminars to improve themselves should not be allowed to continue teaching in the senior secondary schools. This measure could move such teachers to improve their professional image and at the same time protect their job security

#### **Recommendation for Future Research**

This study was conducted in Northern Ghana which has peculiar socio-economic and cultural background which falls 300 years behind the south in formal education (Bening, 1971; McWilliam, and Kwamena-Poh, 1975). It might be beneficial carrying out a similar research in Southern Ghana to compare results.

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## APPENDIX A

Department of HPER  
Faculty of Education  
University of Cape Coast  
Cape Coast

January, 1995

Dear Sir/Madam,

### REQUEST FOR PERMISSION TO COLLECT DATA

In partial fulfilment of the Master of Philosophy (Physical Education) degree, this candidate is conducting a research on "Correlates of Job Motivation of Physical Education Teachers in Northern Ghana Secondary Schools"

I would be grateful if you could permit him to collect data in your school for analysis. All information that he will be provided will be treated as confidential.

Yours faithfully,

B.L. Boateng (Ph.D.)  
(Principal Supervisor)

## APPENDIX B

Department of HPER  
Faculty of Education  
University of Cape Coast  
Cape Coast

January, 1995

Dear Sir/Madam.

### LETTER OF INTRODUCTION

Alfred Abugre Ndago is a graduate student of this department. In partial fulfilment of the requirements for the award of the Master of Philosophy (Physical Education) degree, he is conducting a research on "Correlates of Job Motivation of Physical Education Teachers in Northern Ghana Secondary Schools"

It would be appreciated if you could assist in responding to his questionnaire and offer all the information he requires.

Yours faithfully,

B.L. Boateng (Ph.D.)  
(Principal Supervisor)

## **APPENDIX C**

### **UNIVERSITY OF CAPE COAST**

#### **DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION**

#### **RESEARCH PREAMBLE**

This researcher is of the view that physical education teachers in Northern Ghana Secondary Schools are not motivated in their jobs. He has therefore selected some factors of job motivation to investigate the extent to which those factors influence their job motivation.

The study is in partial fulfilment of the requirements for the award of the Master of Philosophy (Physical Education) degree in the above department of this University.

The attached questionnaire is designed for you to freely respond to. Your views will be treated confidentially.

## QUESTIONNAIRE

Kindly check (✓) the correct response to each item in the appropriate box. Where additional information is required, kindly supply it in the space provided.

### A. Personal Information

1. Sex:  Male  Female
2. Age:
  - a. 20 - 24 years
  - b. 25 - 29 years
  - c. 30 - 34 years
  - d. 35 - 39 years
  - e. 40 years and above
3. Highest Academic Qualifications
  - a. B.Ed. (PE)
  - b. Diploma in P.E.
  - c. Specialist Cert
  - d. Others (Please, indicate) \_\_\_\_\_
4. Professional Rank:
  - a. Assist. Director
  - b. Principal Supt.
  - c. Senior Supt.
  - d. Superintendent

**B. General Information**

5. How long did it take you to earn the present rank after your last promotion?

- a. 3 years
- b. 4 years
- c. 5 years
- d. 6 years or more

6.(i) To what extent did opportunities for promotion (ie. Equal chances, advance preparation, etc), motivate you on the job of teaching physical education?

- a. High
- b. Low

6.(ii) State briefly problems you experienced in getting promoted, if any.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. To what extent would you rate your current salary in relation to your job motivation?

- a. High
- b. Moderate
- c. Low

8. To what extent is your opinion about the status of the physical education teacher especially in your school?

- a. High
- b. Moderate
- c. Low

9. To what extent do incentives (such as gifts, awards, prizes, etc) motivate you to work?

a. High       b. Moderate       c. Low

10. To what extent does student response to the physical education programme( ie student willingness or unwillingness to participate in the programme) affect your interest in your job?

a. Very High       b. High   
c. Moderate       d. Low

11. To what extent does opportunity for attending workshops, seminars, courses for self-improvement affect your interest in your job?

a. High       b. Low



**CORRELATES OF JOB MOTIVATION OF PHYSICAL EDUCATION  
TEACHERS IN NORTHERN GHANA SECONDARY SCHOOLS**

A Thesis  
Presented to  
the Faculty of Education  
University of Cape Coast

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Philosophy (Physical Education)

by

Alfred Abugre Ndago  
May, 1997

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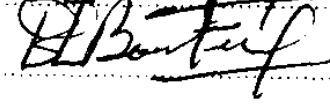

UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND  
RECREATION

CERTIFICATION OF APPROVAL OF THESIS

The undersigned of the Departmental Board of Examiners certify that they have read and recommend to the Faculty of Education for acceptance of the thesis entitled:

CORRELATES OF JOB MOTIVATION OF  
PHYSICAL EDUCATION TEACHERS IN  
NORTHERN GHANA SECONDARY SCHOOLS

Submitted by Alfred Abugre Ndago in partial fulfilment of the requirements for the degree, Master of Philosophy (Physical Education).

Head of Department:  Date: 24/7/97  
Principal Supervisor:  Date: 24/7/97  
Other Supervisors: ..... Date: .....  
..... Date: .....  
Internal Examiner:  Date: 6/8/97  
External Examiner: ..... Date: .....



## ABSTRACT

The study was conducted to determine the extent to which selected factors such as opportunities for promotion, salary level, status, students response to the physical education programme, provision of incentives, and opportunities for professional growth would influence the job motivation of physical education teachers in Senior Secondary Schools in the Upper East, Upper West, and Northern Regions of Ghana.

A sample of 40 trained male and female physical education teachers from the schools was drawn by stratified random sampling method. The sample represented 80% of the target population.

Data were gathered through the administration of questionnaire to the sample selected for the study. Frequencies and percentages were used to describe the biodata. The chi-square statistic was used to test the six null hypotheses and the findings were presented and discussed.

Results on biodata confirmed that there were more male than female physical education teachers in Northern Ghana Secondary Schools. The same results also revealed that majority of the respondents were quite young (86%), held the diploma certificate (80%), and were in the senior superintendent rank.

The findings of the study showed that opportunities for promotion, salary level, status, student response to the physical education programme and opportunities for professional growth

were significant factors in the job motivation of respondents. The extent of provision of incentives was, however, not a significant factor of the job motivation of respondents.

The conclusion for this study was that, giving the factors investigated, physical education teachers in Northern Ghana Secondary Schools were motivated to a large extent in their jobs.

## ACKNOWLEDGEMENT

The researcher is highly indebted to Dr. B.L. Boateng, the principal supervisor, who patiently and meticulously vetted the entire write-up. His comments, constructive criticisms, suggestions and professional guidance contributed tremendously to shaping this final work. The foundation of the research was, however, laid by Prof. Yomi Awosika, a visiting professor from University of Ibadan, Nigeria. His expert advice and encouragement will forever be remembered.

Other contributors who keenly ensured the steady progress and completion of this investigation and deserve commendation include Dr. S.L. Lamptey, Mr. F.S. Bediako, and Prof. E.T. Kodzi first Head of Department of Health, Physical Education and Recreation.

The selfless and devoted services of my research assistants - Messrs John Bosco Bachor, and Abu Baba - both students of my department need special commendations. They did not only make collection of data over a vast area, such as Northern Ghana, easier but secured enough data for me even when the investigation was threatened by the outbreak of ethnic conflicts in Northern Region. I salute them heartily for their commitment and high sense of duty.

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## DEDICATION

This work is dedicated to my loving wife Agnes Abanga,  
and my affectionate children Francis, Joyce, Theresa, Daniel and  
Juliana.



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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

In the most recent past physical education occupied an enviable place in the curriculum of secondary schools in Ghana. The subject enjoyed good patronage and teachers appeared encouraged to work hard on the job, particularly, in Northern Ghana.

Today, there is so much talk about falling standards in physical education. The reasons for this assertion are quite speculative, however, available literature in psychology point to motivation as a powerful factor that appears to influence the desires of people to work. It is contended that people would work or not work depending on the interplay of some motivation factors influencing their jobs (Vroom, 1964).

Human beings have motives for their behaviour. While some motives are purely directed toward the satisfaction of physiological needs, others are a result of drives to satisfy some social needs. A worker on the job is constantly confronted with changing needs which must be met and for which he puts up specific types of behaviour. It is said that motivational factors that direct people's behaviour also determine the intensity or strength of the type of behaviour exhibited. Thus, the stronger the motivation the more likely the individual will act (Solomon, et al 1983). This explains why the behaviour of a motivated person may differ from the behaviour of an unmotivated individual. It

is assumed that a motivated physical education teacher would direct teaching and learning vigorously and evaluate his or her work constantly in the schools. The less motivated teacher on the contrary may not be interested in his or her job; the teacher may find it boring and may generously give out his or her teaching periods to other subject teachers who request more periods to complete their syllabi. These attitudes of physical education teachers, especially, in Northern Ghana secondary schools tend to reduce the positive impact of the subject on the lives of students.

Some psychologists such as Herzberg and Snyderman 1989, hold the view that job motivation may be increased in some workers when they are provided things like incentives, higher salaries, social status, job security and many others. Against this background, some management of organisations employ various motivating factors to entice their employees to increase productivity. Knowledge and understanding of existing motivation models are useful in guiding us about the use of one motivational factor or the other. The homeostatic model explains human behaviour as a means by which the body tries to maintain equilibrium. In this regard, motivation serves the grand scheme of self-regulation or homeostasis. By application, the physical education teacher who cannot earn enough income from his or her job to meet his or her feeding requirements may choose to perform other jobs for extra incomes to satisfy this need. The teacher would continue

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

Maslow (1984), pointed out that man continues to be a "wanting-animal" all his life because he is confronted with another set of needs when one set of needs is catered for. When physical education teachers are provided with equipment and facilities to work with, they would be anticipating the payment of some allowance to compensate them for, perhaps, working too hard or overtime. The Hierarchy of Needs Theory propounded by Maslow contends that we climb up the ladder of needs one level after another in an orderly manner; that is, from basic physiological needs to self-actualisation. The physical education teacher must satisfy his food needs before he takes care of security and safety needs. These must be satisfied before love and sex needs are attended to.

Among every group of workers some people are prone to competing with others or against some internal or external standards to achieve excellence, reach high goals, or succeed in difficult tasks (Davidoff, 1987). Competition as a result of achievement motivation becomes a healthy exercise when there is success at the end. Failure to satisfy cognitive and social motives most often leads to frustration and severe disturbances. Frustration reduces the arousal level of the individual aspiring to achieve success.

The proponents of Optimal-Level-of Arousal Theory argue that individuals will seek to increase arousal level when it falls too low



(Herzberg and Snyderman, 1989). This may explain why many diploma certificate holders in Northern Ghana secondary schools whose job security is threatened by the new educational reforms are frantically trying to gain admission to the university. The objective is to upgrade themselves and justify the right for them to continue teaching in these institutions.

The desire to continue working seems to be influenced by the expectations and goals that people set for themselves. Cascio (1989), observed that people do what they are rewarded for doing, repeat rewarded behaviour and increase output when their expectations are met. The problem with human beings is that they tend to avoid work and would not work on their own volition unless coerced or compelled to do so (Maslow, 1984). As a result of this innate characteristic of man, there is absolute need to motivate him with both tangible and intangible means to work hard. These motivating factors in the workplace led the researcher to investigate which of such factors were likely to motivate physical education teachers in Northern Ghana secondary schools to work harder on the job.

### **Statement of the Problem**

The desire to have physical education play its required role of developing student participants physically, mentally, emotionally and socially was ever increasing. Physical education teachers who were responsible for ensuring that teaching and learning of the subject was

effective in secondary schools did not appear to be motivated sufficiently on the job.

Since it was difficult to determine the motivation level of the respondents the researcher selected six psychological factors to find out the extent of the job motivation of physical education teachers in Northern Ghana Secondary Schools.

### **Research Questions**

The sub-questions which the study sought to answer included the following:

1. To what extent would opportunities for promotion influence the job motivation of physical education teachers in Northern Ghana Secondary Schools?
2. To what extent would salary level be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?
3. To what extent would status be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?
4. To what extent would the response of students to the physical education programme influence the job motivation of physical education teachers in Northern Ghana Secondary Schools?

5. To what extent would the provision of incentives be a factor of job motivation among physical education teachers in Northern Ghana Secondary Schools?
6. To what extent would opportunities for professional growth be a factor of job motivation of physical education teachers in Northern Ghana Secondary Schools?

### **Major Hypothesis**

There would be no significant difference between opportunities for promotion, salary level, status, student response to the physical education programme, provision of incentives, and opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

### **Sub-Hypotheses**

1. There would be no significant difference between opportunities for promotion and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
2. There would be no significant difference between salary level and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
3. There would be no significant difference between status and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

4. There would be no significant difference between student response to the physical education programme and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
5. There would be no significant difference between provision of incentives and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.
6. There would be no significant difference between opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.

#### **Significance of the Study**

The results of this study would be beneficial to both the Ministry of Education and the Ghana Education Service as they would provide the basis for determining job motivation of physical education teachers in Northern Ghana. It is envisaged that the findings would become a resource for school administrators to determine areas for boosting job motivation of physical education teachers in Northern Ghana secondary schools. Besides, researchers who want to carry out further studies on the topic would utilise the findings of this study as a base from which to start. The findings and recommendations are likely to create the much-needed awareness among physical education

teachers to strive to improve themselves without compromising their professional principles.

### **Delimitations of the Study**

The study was delimited to physical education teachers in Northern Ghana secondary schools. The target population was confined to trained or professional physical education teachers in the Upper East, Upper West and Northern Regions of Ghana.

The specific variables studied included the following:

1. Opportunities for promotion.
2. Salary level of physical education teachers.
3. Status of physical education teachers.
4. Response of students to the physical education programme.
5. Provision of incentives.
6. Opportunities for professional growth.

The instrument for data collection was questionnaire. The chi-square test was used for data analysis. All the sub-hypotheses were tested at 0.05 significance level.

### **Limitations of the Study**

The major limitation of the study was the outbreak of ethnic conflicts in Northern Region which affected some selected schools in Salaga, Yendi, and Bimbilla. The conflicts hampered the easy collection of data and thereby increased the cost of the study. The possibility of

respondents not giving genuine responses to the questionnaire was an additional limitation.

### **Definition of Terms**

**Job Motivation** — involves such factors as opportunities for promotion, salary level, social status, student responses to the physical education programme, provision of incentives, and opportunities for professional growth which determine the physical and social well-being of the teacher on the job and which may influence his or her desire to perform better or not perform at all.

**Correlates** — refers to determinants or factors. In this context, correlates of job motivation refers to the determinants, factors or things that bring about job motivation.

**Physiological needs** — refers to the basic needs of life including food, air and water to mention a few. These are also referred to as survival needs because without them the human organism cannot survive.

**Status** — refers to a person's standing in society or the position a person occupies in society. It also means the worth of a person in the eyes of the public involving the amount of respect and recognition the person enjoys from his or her society.

**Motivation models** — refers to the theory which explains human behaviour as a means of the body trying to maintain constancy or equilibrium.

**Hierarchy of Needs Model** — refers to a theory propounded by Maslow which focuses on the fact that human needs are arranged in five levels beginning with basic survival needs like food, air and water to complex self-actualisation needs like prestige and excellence. By this theory a person climbs up the ladder of needs orderly.

**Self-actualisation** — refers to the condition in a person's life in which he or she has obtained the ultimate of his or her potential that will give him or her fame. for instance.

**Optimal-Level-of Arousal Theory** — refers to the concept that human beings can be stimulated by motivating factors close to the maximum. The theory also argues that when the arousal level falls too low the organism reacts to increase it.

**Intrinsic motivation** — refers to the intangible rewards like praise and compliments, that an employee may receive on the job as to give him or her the inner drive to work harder.

**Cognitive and Social motives** — refer to factors that arouse a person to want to attain excellence in knowledge and acceptability in society.

**Extrinsic motivation** — refers to the inner drive that is generated in a person by the use of physical or tangible rewards in appreciation of outstanding behaviour or performance to entice the individual to improve his or her work capacity.

**Maintenance factors** — refers to those factors that make people happy or satisfied and lead them to want to work harder.

**Preventive medicine** — refers to the technique of employing appropriate measures that will help avoid unsatisfying situations among employees.

**Incentives** — refers to gifts, awards or prizes given to a person to induce him or her to work harder.

**Student Response** — refers to students' willingness or unwillingness to participate in the physical education programmes of their schools.

**Opportunities for promotion** — refers to the chances that exist for physical education teachers to move from one rank to the next higher rank.

**Opportunities for Professional Growth** — refers to the chances that physical education teachers have at their disposal, like chances for further studies, attending workshops, in-service training and seminars, to improve their professional competence in Northern Ghana.

**Northern Ghana** — refers to the geographical region comprising Upper East, Upper West and Northern Regions of Ghana.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focussed on some selected factors of job motivation as they relate to physical education. The review was treated under the underlisted sub-headings.

1. Opportunities for Promotion at the Workplace.
2. Salaries/Wages as the Reward of Labour.
3. Status and Status Perception of Workers.
4. Response of Students to the Physical Education Programme in Secondary School.
5. Incentives in Personnel Management.
6. Professional Growth of Physical Education Teachers

#### **1. Opportunities for Promotion at the Workplace**

Very often, workers consider the availability of opportunities a job can offer before seeking it. The more the opportunities the more attractive the job might be. Among the many opportunities a job might offer, opportunity for gaining promotion from one grade to the other is crucial to workers (Costley, and Todd, 1987). The writers posited that promotion itself was desirable because workers needed it to raise their social status and also play higher or additional roles on the job.

Appointments and promotions of teachers in Ghana Education Service are expected to follow a prescribed routine spelt out in the

Conditions and Scheme of Service for Teachers (Ghana, Ministry of Education, 1987). The conditions state, among other things, that all personnel of the teaching profession shall be entitled to promotion provided they satisfied the basic requirements. Whether all teachers have the same opportunities for promotion in the service, the conditions and scheme of service clearly provide a positive response. What is not clear is whether what is stated on paper is also practised accordingly. It might be possible that some teachers especially, physical educationists fail to gain promotion without clear reasons for their failure. On the contrary, other teachers might be satisfied with the scheme for promotions. In both situations teachers might put up certain behaviour to reflect the way they view their job. To them, the job might be motivating or unmotivating with the presence of opportunities for promotion or lack of it. In this regard, Laird and Laird (1967), emphasised that promoting a worker was a significant factor in upgrading a job and making it more desirable in terms of social approval for the beneficiary.

A look at the organisational structure of the Ghana Education Service indicates that it is vertical and pyramidal. Majority of teachers who hold the Post-Secondary or Post-Primary Certificate "A" form the base of the pyramid. Most of this category of teachers are either graded or ungraded. The commonest grade is Assistant Superintendent (Ghana Ministry of Education, 1987). According to the scheme, any teacher who holds the teachers' diploma certificate enters the service at

the grade of superintendent. The entry point of a newly trained graduate teacher is also superintendent. Differences, however, exist between the two categories of trained teachers. The degree holder is designated graduate superintendent whereas his counterpart is called non-graduate superintendent. The difference in designation also reflects a disparity in salary.

The service conditions also stipulate that promotion to the rank of senior superintendent is by application, recommendation and three years successful service on the last grade. It is clearly stated that promotion at this level is not automatic. Beyond the rank of senior superintendent, promotion is earned through interview and inspection of one's teaching or job efficiency. The ranks of principal superintendent, assistant director and director are senior or administrative positions in the Ghana Education Service. As a result, promotions to these positions are strictly controlled by the Ministry of Education. It appears that vacancies in the positions of assistant director and director must exist before people can be promoted to fill them. This may suggest why many teachers in the senior ranks stay in the same rank for more than the legitimate number of years. The aspirations of affected teachers to gain regular promotion and thereby benefit from increased salary and the associated social status are dashed. Nothing convinces these teachers that opportunities for promotion really exist.

The Ghana National Association of Teachers (GNAT) has a responsibility to ensure that its members have access to quick

promotion. The association does this by bringing vital information about opportunities for promotion to the door steps of members (Ghana National Association of Teachers, 1992).

Smith, et al (1969), viewed promotion as a job satisfaction facet which depended on the individual's perception of the modalities and policies that regulated the exercise of getting workers promoted. A regular promotion based on the principle of fairness and equity elicits workers' commitment to their jobs. As long as a worker knows that he or she is not discriminated against or that the organisation will reward his effort-input he or she will feel satisfied on this aspect of his or her job conditions.

## **2. Salaries/Wages as a Reward of Labour**

The economic contract between the employer and employees is the payment for services rendered to the organisation. The payment of money for labour is a common practice in most organisations. According to Costley and Todd (1987), the satisfaction of physiological needs is facilitated by the availability of money. For that matter, working and getting paid a good salary or wage is the paramount expectation of most workers. This may explain why some people get attracted to well-paid jobs when their qualifications permit them to seek those jobs. Chellandurai (1985), contended that in an organisational context, when an employee is provided with sufficient financial rewards in the form of salary and bonus, this insures that his

or her physiological needs are satisfied. This largely also, motivates him or her on the job.

Sometimes, it is not just the amount of money that matters to the employee but the value of that amount as well. What the salary or wage can buy is of relevance to the employee because that determines the ability to meet his or her needs. In a period of uncontrolled inflation, salaries and wages apparently become meaningless to the workers because money loses its value as a means of transaction. Under this circumstance, workers may agitate for pay increases leading to serious industrial actions.

People use money to satisfy their ever-changing needs but its supply is limited. The amount of money a worker receives at the end of the month depends on several factors including the worker's qualification, skill level, and type of job. In the case of the physical education teacher, his salary scale is determined by his professional rank across the board. Adams, and Jacobson (1984), observed that differences in remuneration might exist within a job because of differences in grades of workers. These differences were viewed by the same writers as potential agents of motivation as people aspire for the higher salary brackets. They also viewed the situation as unmotivating where low-paid workers are often urged by management to work harder, while those who receive more pay look for leisure.

The common assumption about workers is that an increase in salary or wage would have a corresponding increase in job motivation

and productivity investigated by Pratt (1979), showed no significant difference. It was further noted that salary per se was not a motivator but a satisfier. In this regard, salary could temporarily change a person's behaviour toward his or her job. This situation is not sustained for a long time because there are aspects of the individual's needs that money cannot buy.

Pratt (1979), pointed out that people work because they seek fulfilment in individual and social needs through intrinsic job motivation. Morse, and Weiss (1968), conducted a study on why people work. The finding of the study was that 31 per cent of workers would continue to work even if it was not financially necessary because of their relationship with colleagues. The relevance of the finding to the present study is the evidence that work induces a feeling of being tied into the larger society but not necessarily the desire for salary or wage. The importance of getting a salary or wage as a reason for working should not be completely dismissed. This is because an individual's attitude toward work is a function of his perception of the job, his cultural background and socio-economic status. Herzberg and Snyderman (1989), presented the Two-Factor Theory to categorise human behaviour as either influenced by maintenance factors or motivational factors. According to them, motivators include factors like achievement, recognition, work itself, responsibility and advancement. Satisfiers or maintenance factors include salary administration, supervision, inter-personal relationships and working conditions. It is

argued that when the motivating factors are low a need is created and has to be satisfied by the individual through some type of behaviour.

The concept that money can buy everything is gaining currency in Ghana. The pay packet of the individual sometimes serves as concrete evidence of how successful he or she is. Even though research findings by Morse and Weiss (1968), indicate that money is increasingly irrelevant in terms of need motivation, very few people can and will work for nothing. Unless people have a charitable reason and other financial support from benefactors, they will usually work for salary or wage.

It is, however, a novelty in some countries like Japan and China to channel more money into incentive awards and fewer into fixed salary as a method of motivating the worker (Cascio, 1989). The Japanese, for instance, pay bonus that represents about 25 per cent of a worker's basic salary. Cascio (1989), further proposed that employees with good skills should be provided skill-based pay which is a strong motivating factor for the development of employees' self-esteem and productivity. It may be difficult to appreciate the fact that salaries of teachers are based on professional ranks in Ghana (Ghana, Ministry of Education, 1987). This makes workers with the same qualification and rank but different skill-levels earn the same salary. With this situation, workers with better or higher skill-level could be cheated on the job by management. This could make them get less enthusiastic about their jobs.

### 3. Status and Status Perception of Workers

Most people want to have a high level of esteem. They want to achieve the confidence and desire in themselves and want others to accord them recognition. Esteem needs might be satisfied by acquiring knowledge, high skill levels and by accomplishing difficult tasks. The individual's self-perception and recognition of others affect his status (Maslow, 1984). On-the-job esteem needs are expressed in the desire for prestige and social recognition. Failure to satisfy these needs could lead a person to feel inferior, helpless, passive and apathetic. Davis, and Newstrom (1986), posit that many jobs offer little opportunities for the satisfaction of esteem needs.

A good number of workers value their social status highly and would work hard to earn, protect and improve upon it throughout their working life. The ability of the worker, his job skills, and type of job all appear to be major sources of his social status. Many psychologists have proposed that people need to feel worthwhile, competent, and positive about themselves (Maslow, 1984; Rosenberg, 1979; Greenwald, 1980). Research has shown that most people would go to great lengths to maintain a favourable view about themselves.

There appears to be situations in which society accords high social status to some categories of jobs. This makes employees of such jobs feel important and indispensable. For instance, medical doctors, lawyers, political leaders, religious heads and successful businessmen



and women seem to enjoy a high social status in our society. On the contrary, professionals like farmers, tailors, carpenters, teachers and masons fail to get social recognition from the Ghanaian public. Social status appears to be greatly influenced by the individual's economic power today rather than academic degrees and the value of services provided.

According to Costley and Todd (1987), people hate to be deprived of their social status. When it happens such people tend to exhibit negative behaviour patterns like feeling inferior and unimportant before others. The writers emphasised further that any category of workers who are labelled inferior experience problems of anxiety, lack of confidence and interest in their jobs and thus, work less. Houston et al (1989), argued that workers with high social status feel secure, confident and more committed to their jobs. This category of workers develop a strong bond between them and their jobs. This view may not always be true because it is known that many well-placed workers tend to seek more leisure than work (Porter and Lawler, 1988).

Status deprivation of physical education teachers appears to be a universal issue. There are, however, variations in the level of deprivation because of differences in the state of enlightenment of citizens of various communities about the importance of physical education. Costley and Todd (1987), view motivation as an important factor in determining what a worker can do to improve his or her social

status. Status motivated behaviour should clearly be distinguished from other forms of motivation. For instance, if a rising executive chooses to eat his lunch in an expensive restaurant and not in the staff canteen his or her behaviour might be motivated by status needs than by biological need (i.e. hunger).

#### 4. Response of Students to the Physical Education Programme in Secondary School

The physical education curriculum in secondary schools has the primary objectives of providing students the best learning experiences geared toward developing the physical, psychomotor, cognitive and affective domains of the individual participant (Bucher, 1983). In order to achieve the above objectives the individual must participate in the curriculum programme fully and willingly. The degree to which students will participate in a programme depends on several factors including the individual's interest in physical activities, availability of safety measures and students' perception of the benefits of the programme. It is viewed that meaningful, exciting and beneficial activities included in any physical education programme can always attract a lot of student-programme participation (Bucher, 1983). Daughtrey, and Woods (1971), emphasised on the need for programme appropriateness or suitability as a pre-requisite for positive student response to the physical education programme.

Even though the physical education lesson is not optional participants will always find excuses to avoid it. When students end a

physical education lesson with pleasant memories they will endeavour to attend the subsequent lesson (Bucher, 1985). Response of students to the physical education programme is very important because it promotes healthy living as observed by (Davis, et al 1986).

Good programmes to attract students to participate in the physical education programme do not just happen. They have to be planned and executed by physical educators who are worth their salt. Bucher (1983), noted that quality of the teacher was crucial to the success of the lesson. He cited the underlisted personal qualities of a physical educator as pre-requisite to a good lesson.

The teacher must have:

- a. good knowledge of his subject matter;
- b. interest in his job;
- c. competence in skill performance;
- d. ability to create rapport or good inter-personal relationship with the class;
- e. good organisational ability.

A high percentage of students participation is an indicator for the acceptance of the programme. Research has shown that student achievement in the form of motor skill acquisition as in physical education is positively correlated with student engagement (Ashy, et al 1988; Buck, et al 1991; Dugas, 1984; Pieron, 1983; and Silverman, 1990). On the contrary, only a few students are likely to attend a programme that does not meet their physiological and social needs.

What is not clear about physical education teachers in Northern Ghana Secondary Schools is whether positive and negative response of students to their lessons affect their job motivation. Teaching cannot actually occur without participants. A teacher who cannot deliver his lesson because of lack of student participation is likely to put up unacceptable attitudes. It is for this reason that Laird and Laird (1967), pointed out that people take pride in their workmanship when they do work that they like. Taking pride in workmanship is also, likely to involve desire to be social and to feel respected. Cowell and Schwehns (1973), observed that when students are given opportunities to respond favourably to the physical education programme they will improve their capacity to live healthy satisfying and vigorous lives. At the same time, they will develop and maintain optimum physical efficiency, acquire useful knowledge, skills and loyalty in social settings.

##### **5. Incentives in Personnel Management**

Management of labour all over the world have used various techniques of motivating workers on the job. Provision of incentives seems to be the commonest technique being used. Management focus on the use of incentives because it is believed that a motivated worker could be a productive and happy worker. The work of Brayfield and Crockette (1985), showed that there was little evidence of relationship between satisfaction and job performance. The issue of satisfaction

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influencing motivation was investigated by (Vroom, 1964). He concluded that job motivation was a matter of individual attitudes. This can be observed when some incentive is given to a group of workers with the aim of increasing their morale. Variations might exist in the arousal level of the workers — some might be highly motivated, moderately motivated or not motivated at all.

Studies by Laird, and Laird (1967), showed that people are likely to be motivated most strongly by what they do not have. In this regard, a worker who already possesses a radio will not be strongly motivated when management rewards him or her with another radio for his or her effort on the job. Perhaps, a reward in the form of a refrigerator which the worker does not have will motivate him or her. Similarly, the worker who has often desired to own a personal radio would be strongly motivated if he or she were to receive a radio as an award for hard work in the organisation. Cascio (1989), opined that when incentives purported to reward individuals do fit the situation performance increases an average of 30 per cent because of strong motivation. He also held the view that incentives directed toward a group increases motivation by only 18 per cent. These findings by Cascio (1989), have since exacted a great impact in the labour industry because management has shifted more attention to the provision of incentives to individuals than groups as a better method of increasing job motivation.

Porter, and Lawler (1988), argue that instead of job motivation being a determinant of performance, the performance of a task can provide motivation. Their view is that when the worker's skills, working conditions, and morale are improved he or she will be more committed to the job. Improved skill level makes operation of the job easier and enjoyable to the worker. The worker, thus gets satisfied with his or her own abilities and is spurred to do much better on the job. A dissatisfied worker may absent himself or herself from work, and laze about thus reducing labour turn-over.

Other incentives like winning bonus, free accommodation, free medical service, over-time allowance, study leave, provision of car loan, salary advance and award of scholarships are normally given to Ghanaian workers with the purpose of boosting their morale. According to Herzberg, and Snyderman (1989), morale is a product of individual job motivation and group cohesiveness. They concluded that workers get dissatisfied with their jobs when these factors were absent.

Different governments have viewed the need to motivate workers in varied ways. The Government of Ghana through some agencies has attempted to provide civil and public servants some incentives to increase their job motivation. The Social Security and National Insurance Trust (SSNIT) has embarked on the building of rental units of houses in the regional capitals to accommodate workers (Eshun-Baidoo, 1991). Again, Ghanaian workers on government pay

roll enjoy a rent subsidy which is 20 per cent of their monthly salaries (Eshun-Baidoo, 1987). The question to ask is whether these measures taken by government are influencing the job motivation of Ghanaian workers, especially physical education teachers in Northern Ghana Secondary Schools. As was said by Cascio (1989), when incentives meant for rewarding individuals do fit the situation job motivation is increased about 30 per cent. Physical education teachers, as pointed out by Bucher (1985), are tasked with work on the time-table and the co-curricular sports and games. It is apparent that no worker would continue to be motivated to work without tangible benefits accruing from the job. This calls for the use of different varieties of incentives to sustain job motivation.

In reviewing the involvement of organisations employing incentives to motivate workers, the Volta Aluminium Company (VALCO) and the Ghana Education Service (G.E.S.) cannot be ignored. Nyinah (1993), reported that VALCO had instituted a scholarship award scheme for the wards of hard-working personnel of the Company. The news was received with much enthusiasm among most workers as indicated by management. \*Similarly, the Ghana Education Service established the "Teachers Award Scheme" in 1992. The scheme was instituted to award prizes to outstanding or "deserving teachers". Though laudable in principle, the scheme appears to be a source of conflict than motivation for some teachers. \* The problem has been with the criteria used for selecting "deserving



teachers” from a pool of over 180,000 teachers in Ghana. The indications from most teachers are that the value of the awards presented to winners over the years has been inadequate to motivate many teachers. ✱

From investigation it is known that only two physical education teachers have so far received the award. This situation brings to the fore the level of job motivation and the value of the physical education teachers in the eyes of Ghanaian public. Szilagyi (1988), proposed the system of rewards for hardwork in which the individuals abilities and efforts are awarded using clear-cut criteria devoid of bias. Yonder and Standohar (1984), observed that the individual’s perception of the worth or value of rewards like incentives may result in motivated behaviour of workers on their jobs. Pratt (1979), emphasised that to make effective use of manpower, management should not only understand how people behave but also why they exhibit certain behaviour patterns at their work places.

## **6. Professional Growth of Physical Education Teachers**

Physical education teachers belong to a profession in which they hope to find recognition, respect, identity and above all, self-improvement (Bucher, 1985; Antwi, 1992). They need new reading material and in-service training to update their knowledge and skills. They also need opportunities for study leave to obtain a degree in university in order to enhance their status and increase their

professional competence. It is also expected that the higher the academic or professional qualification of the teacher the more secure he or she may be on the job. Jensen (1992), posits that one approach to professional improvement involves the earning of a higher degree. There are others such as attendance and participation at workshops, clinics, seminars, meaningful research and writing and the reading of professional literature. Generally speaking, higher professional skills of workers acquired through further training tend to place them in a better socio-economic status. This is because the higher the academic or professional qualification the better the pay packet and the easier it may be for the worker to meet his or her financial obligations. These may include procuring current books on the subject, paying for supplementary courses and others. Cascio (1989) considered these opportunities as strong motivational factors for employees to improve their work-related skills and job motivation.

According to Jensen (1992), professional development opportunities have two purposes. These include firstly, the need to prevent employees from becoming outdated and less competent. Secondly, it includes the desire to cause employees to become better prepared and more competent. Professional improvement should be viewed as a valuable supplement to an individual's basic preparation and professional experience. As a result of its importance there is the need to approach professional improvement issues of workers with enthusiasm and commitment. This approach should also be viewed as

an opportunity not only to improve the individual worker but the organisation as a whole as observed by Jensen (1992). The desire to improve individual professional growth in an organisation is a personal task at the onset. The worker must, first of all, indicate that he or she wants to grow on the job. In this regard the individual initiates his or her own development by making personal efforts. Organisations which are fully aware of the benefits to be derived from well trained personnel make efforts to ensure a regular training scheme for personal development. This approach taken by management is believed to give hope to employees for their future on the job. Increased sense of hope could trigger off motivated behaviour of workers on their job. Pratt (1979), cautioned that management should not only be concerned with what they can receive in terms of productivity from employees, but they must do well to raise their socio-economic status. Reason is, good socio-economic status provides self-esteem and ego-fulfillment in employees. He further noted that professional workers and persons in higher socio-economic groups are more likely to be intrinsically orientated than their blue-collar or lower socio-economic counterparts. A worker who is intrinsically motivated may work because he or she finds satisfaction in working. Such a worker could be very committed to this or her job and perform to achieve organisational goals.

The general growth of members of a professional organisation may depend on the nature and quality of the profession. Well established professions are likely to offer more opportunities to their

members for self-improvement than less endowed ones. The issue of physical education being considered a profession in Ghana is quite debatable. Freeman (1982), and Antwi (1992), sharing similar opinions about what a profession should be, suggested the following:

- a. A profession must have regulations that determine the quality of personnel joining it.
- b. A profession must be duly registered as a professional body and have a constitution to operate with.
- c. It must be accredited or affiliated to other professional bodies.
- d. It must be capable of publishing a journal, newsletter, magazine or other literature for its members and the reading public.
- e. It must have a code of ethics governing the conduct of its members including sanctions prescribed for misbehaviour.

From the criteria stated above, it can be inferred that physical education in Ghana has not yet got a full professional status because some ingredients are absent. This could be a limiting factor to the physical education profession for not being able to provide the right assistance to its teachers to improve themselves as quickly as possible. The mouth-piece of physical educationists in Ghana has always been Physical Education Association of Ghana (PEAG). The 1993 National Conference of Physical Education personnel in Ajumako all agreed that the Association had been dormant about the welfare of its members.

The conference leaders appealed to members to take advantage of opportunities in the new educational scheme to obtain university

degrees in the shortest possible time. From the list of attendance it was ascertained that majority of physical educators held the diploma certificate. The problem was appreciated because the degree course in physical education was a novelty in Ghana. Professional stagnation in the subject was created by the country's inability to run degree courses in physical education in the universities. Pratt (1979), and Bucher (1985), both agree that professional stagnation leaves employees with little sense of hope that their expectations would be met on the job.

With the introduction of the physical education degree course in University of Cape Coast and University College of Education of Winneba, more physical education teachers are making efforts to get admitted and many are already at training or have even completed some courses. The more physical educators go beyond the teacher's diploma level the better problems of job security, low prestige, and associated low morale may be solved. It may be worth recognising that regular training and new orientation are beneficial. Personnel who find it difficult to take a university degree should benefit from organised workshops, seminars, and other academic and professional meetings. Stitt, (1962), opined that professional teachers and workers who avoid retraining and other self-improvement opportunities soon find themselves stale in the fields and may contribute to reducing the social status and general image of the profession.

## Summary

The review of related literature on job motivation focussed on variables including opportunities for promotion of teachers, salaries/wages as the reward of labour, status and status perception of workers, response of students to the physical education programme in secondary schools, incentives in personnel management and professional growth of physical education teachers.

Opportunities for promotion as argued by Costley and Todd (1987), raise the social status of workers. Ghana, Ministry of Education (1987), clarify and guide promotions in the Ghana Education Service. The structure of the service is vertical and pyramidal and a teacher has to rise from the lowest rank of Assistant Superintendent to the highest post of Director-General. Smith, et al (1969), called for the principle of fairness and equity to control promotions to increase peoples' confidence in them. The Ghana National Association of Teachers has a responsibility to assist its members to see promotion as a motivating experience.

Beside promotion, workers need salaries and wages. Nobody works for nothing unless it is for charity. Costley and Todd (1987), observed that money enables the worker to meet his physiological and some social needs. The more the pay packet the better it is for the worker to satisfy these needs. People would naturally take jobs that pay more. The skills of the worker may determine the salary or wage he or she receives. What is vital is what money can buy but not its

quantity. The findings of Pratt (1979), revealed that salary was quite insignificant in influencing job motivation. This is confirmed by the work of Morse, and Weiss (1988), that people would continue to work despite poor remuneration just because of social relationships.

Status is perceived by Maslow (1984) as an esteem need which provides prestige and social recognition to the individual. Many jobs fail to provide good social status (Davis and Newstrom, 1986). In some instances, society assigns status to some jobs thus making workers in such jobs assume a high social status. Misconceptions about physical education seem to deprive its personnel from enjoying a high social status. Bucher (1985), and Costley and Todd (1987), observed that status deprivation reduces job motivation. As observed by Houston et al (1989), workers with high social status develop a strong bond with their jobs.

The assumption for good student response to the physical education programme is that the programme is acceptable. Programme appropriateness stimulates such a strong response that teachers might, naturally, be encouraged to work (Daughtrey, and Woods, 1971). Davis, et al (1986), contended that students participation promotes their health and provides for cognitive, psychomotor, and social development. Research findings show that student achievement in motor skills is positively correlated with engagement (Ashy, et al 1988; Dugas, 1984; Buck, et al 1991; Pieron, 1983; and Silverman, 1990). Since student participation ensures survival of the physical education

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programme, Laird and Laird (1967), observed that people take pride in their workmanship when they do work that they like.

Provision of incentives to workers is one technique used to motivate them. The findings of Brayfield, and Crockette (1985), however, show little influence of incentives on job motivation. Vroom (1964), said this issue was a matter of individual attitudes. Laird, and Laird (1967), showed in their studies that people are motivated mostly by what they do not have. In the view of Cascio (1989), when incentives intended to reward people fit the situation, performance increases by 30 per cent because of motivated behaviour. Porter, and Lawler (1988), argued that the performance of a job rather than incentive itself could be a job motivator. High morale is said to be determined by individual job motivation and group cohesiveness (Herzberg, and Snyderman, 1989). Workers groups like GNAT, VALCO and SSNIT have all tried various techniques of increasing job motivation of their personnel. Szilagyi (1988), proposed that acceptable criteria be used in justifying incentive rewards to workers. To make incentives beneficial, Yonder, and Standohor (1984), said the worker must perceive them to be valuable. Pratt (1979), noted that the task of management must be to know the right incentive that might motivate workers, to a greater extent, on the job.

The desire of most workers is to have opportunities for self-improvement. Jensen (1992), contends that one means of self-improvement is to earn a higher degree. Attendance to refresher

courses, exposure to current literature on the subject, involvement in research are additional means for self-improvement. It is viewed that higher degree obtained by a worker could be a source of increased social status. Two basic purposes of professional growth are to prevent personnel from becoming outdated and to make them competent. Pratt (1979), emphasised that management should invest more on workers to improve them and, ultimately, the organisation. He concluded that morale is lowered when workers do not feel that they contribute to the overall success of the organisation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This study was purported to determine the extent to which some selected factors influenced the job motivation of physical education teachers in Northern Ghana Secondary Schools. In order to do this, the following research method and procedures were utilized:

1. Research Design
2. Population
3. Sample and Sample Techniques
4. Instrumentation
5. Validity
6. Pilot Study
7. Data Collection
8. Data Analysis

#### **1. Research Design**

The model for this study was the descriptive research design. Questionnaire items of the single response type were used. These were however, incorporated with an open-ended item requiring the opinions of respondents in writing (Borg, and Gall, 1974; Best, 1970). The purpose of including the open-ended items was to solicit more information from respondents.

The dependent variable was job motivation and the independent was correlates of job motivation of physical education teachers in Northern Ghana Secondary Schools. The correlates of job motivation investigated included promotion, status, salary level, student response to the physical education programme, incentives and professional growth. Data gathered were analysed using the chi-square test for hypothesis testing.

## **2. Population**

The target population for the study was 50 physical education teachers in Northern Ghana Secondary Schools. This figure represented 22 respondents in Upper East, 18 from Northern, and 10 from Upper West regions, respectively.

## **3. Sample and Sampling Techniques**

The sample size studied was 40 trained physical education teachers. This figure represented 80% of the target population.

The sample was obtained by the stratified random-sampling method. By this method, the names of physical education teachers in the three regions were written on strips of paper and put according to regions, in three boxes. A ratio of 18:14:8 representing 22 from the Upper East, 18 from Northern and 10 from Upper West regions respectively was mathematically determined. This was done by dividing the sample size by the target population and multiplying by

the number of physical education teachers in each region. The proportions obtained were randomly sampled according to the respective boxes without replacement. The results of the separate draws were added up to form the total sample for the study.

#### **4. Instrumentation**

The instrument used in this investigation was questionnaire (see Appendix C). Questionnaire items were 11 altogether. They included both the open-ended and closed types. The number of alternatives for the closed type of item ranged from two to five. The open-ended questionnaire item catered for any omitted enquiry into an area of the study as opined by (Class, and Stanley, 1970).

#### **5. Validity**

The relevance of the questionnaire items was established before they were used for data collection. This was done by giving the instrument to experts in research to scrutinise the items for proper construction and relevance to the variables identified for hypothesis testing. This was done to facilitate the face validity of the instrument as recommended by (Cunningham, 1986).

#### **6. Pilot Study**

Before carrying out the main study the researcher carried out a pilot study in 10 secondary schools in Central Region to establish the

reliability of the instrument. Twenty physical education teachers were randomly sampled including 14 from Cape Coast, four from Winneba, and two from Swedru.

The instrument was administered to this sample. Completed copies of the questionnaire were retrieved after two weeks. All copies were retrieved from the respondents for scrutiny. It was realised that a preamble to the instrument should be provided. The inclusion of alternative (a) of item four was found to be irrelevant and was therefore eliminated.

## **7. Data Collection**

In order to facilitate distribution of questionnaire and collection of data, in such a vast area, the investigator sought the help of two research assistants. One of them was assigned to the Upper West Region and the other to the Northern Region. The Upper East Region was manned by the researcher himself. Copies of the questionnaire were administered at the same time and completed ones retrieved after two weeks. Thirty-six of the completed copies were retrieved from the three regions comprising 17 from Upper East, 11 from Northern and eight from Upper West. Out of the total of 40, four copies of the questionnaire were lost and one copy was found to have incomplete responses. The total number of useable questionnaire was thirty-five.

## **8. Data Analysis**

Data were analysed using the chi-square test for all the hypotheses at 0.05 significance level frequencies and percentages were used to describe the biodata.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

In order to determine the extent to which some selected factors had impact on job motivation of physical education teachers in Northern Ghana Secondary Schools, data on correlates of job motivation were collected. Results of the six hypotheses as stated in chapter one were analysed and discussed. Preceding the above, however, was the presentation of results on biodata of respondents in tables 1 to 4. These tables were based on gender, age, academic qualification and professional rank of the respondents.

**Table 1:**

Frequency and Percentage of Gender of Respondents

Gender of Respondents	f	%
Male	33	94.28
Female	2	5.72
Total	35	100

Table 1 above reveals that 33 or 94.28% of the total sample studied were males. Females were only two and formed 5.72% of the population. These results show that more males than females were involved in this study. The results also indicate that more male physical



education teachers than females were, perhaps, willing and accepted to teach the subject in Northern Ghana. The findings also confirmed that fewer females than males trained as physical education teachers.

**Table 2:**

Age Groups of Respondents

Age Groups (in years)	f	%
30 - 34	14	40.0
35 - 39	16	45.7
40 and above	5	14.3
Total	35	100

The age ranges of respondents presented in table 2 above indicate that 30 or 85.7% of them were below the age of 40 years. Only 5 or 14.3% of the respondents were 40 years and above.

These results show that majority of the respondents were young and in the active working class. The small percentage (i.e. 14.3%) of respondents at 40 years or above could be considered old staff. These results could have been influenced by the training of more younger teachers who now outnumber the old ones.

**Table 3:**

### Categories of Academic Qualification of Respondents

Academic Qualification	f	%
Bachelor Degree	6	17.1
Diploma	28	80.0
Specialist	1	2.9
Total	35	100

Results in table 3 show that majority (28 or 80%) of the respondents were holders of the teachers' diploma certificate. Only 6 or 17.1% of the respondents had the bachelor degree. An insignificant number (i.e. 1), still hold the specialist certificate in physical education. The large number of diploma certificate holders in the field could be the result of the dominance of diploma as the highest academic qualification for physical education in Ghana for several decades. The low count of degree holders in the study could be attributed to the fact that the physical education degree programme is a novelty in Ghana. The products of this programme are not many to be significant in the Northern Ghana Secondary Schools.

**Table 4:**

### Categories of Professional Ranks of Respondents

Professional Rank	f	%
Assistant Director	4	11.4
Principal Supt.	13	37.2
Senior Supt.	16	45.7
Superintendent	2	5.7
Total	35	100

The largest category of professionals involved in this study, as revealed in table 4 above, was senior superintendents. They were 16 and constituted 45.7% of the total number of respondents. The least category was superintendents who were only 2 or 5.7%.

It is clear from the table that 33 or 94.3% of the respondents were in the senior professional rank (i.e. from senior superintendent to assistant director). Since newly trained diplomats join the Ghana Education Service at the rank of superintendent, and enter the senior rank after three years of service it could not be surprising to find majority (94.3%) of respondents in this category. The low count of superintendents involved in the study suggest how easier it is for many respondents to obtain next rank.

### **Major Hypothesis**

There would be no significant difference between opportunities for promotion, salary level, status, student response to the physical education programme, provision of incentives, and opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary schools.

### **Sub-Hypothesis 1**

This sub-hypothesis stated that there would be no significant difference between opportunities for promotion and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.. Data collected to test this hypothesis were subjected to the chi-square test and the results are presented in table 5 below.

**Table 5:**

Influence of Opportunities for Promotion on Job Motivation of Respondents

Influence of Opportunities for Promotion on Job Motivation	Observed	Expected	X <sup>2</sup>
High	27	5.157	10.314 (S)
Low	8	5.157	
Total	35		

X<sup>2</sup> Crit. = 3.846, p<0.05, df = 1, S = Significant.

Significant difference was found between the extent of influence of opportunities for promotion and the job motivation of respondents. This was revealed by results in table 5 above where, the chi-square calculated value of 10.314 was greater than the critical value of 3.846 observed at 0.05 significance level with, one degree of freedom. This result called for rejection of the null hypothesis.

This finding could have been influenced by the greater number (27) of respondents who indicated that opportunities for promotion influenced their job motivation to a high extent contrary to the small number (8) whose motivation level was low.

It was clear by the result of this analysis that majority of physical education teachers in Northern Ghana Secondary Schools viewed the provision of opportunities for promotion as very crucial. The need for regular promotion was viewed against the background of its benefits to the individual respondent in terms of high social status and increased salary.

This finding is supported by the views of Costley and Todd (1987), that promotion is desirable since workers need it to raise their social status and get placed in good positions to play higher or additional roles on the job. The finding is also supported by those of Smith, et al (1969), who posit that promotion as job satisfaction facet depends on the individual's perception of the modalities and policies that regulate the exercise of getting workers promoted, and that regular

promotion based on the principle of fairness and equity elicits workers commitment to their jobs.

**Sub-Hypothesis 2**

There would be no significant difference between salary level and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. This sub-hypothesis was tested using the chi-square test and the results are presented in table 6 below.

**Table 6:**

Influence of Salary Level on Job Motivation of Respondents

Influence of Salary Level on Job Motivation	Observed	Expected	X <sup>2</sup>
High	1	9.745	
Moderate	17	2.445	
			14.635 (S)
Low	17	2.445	
Total	35		

X<sup>2</sup> Crit. = 5.991, p<0.05, df = 2, S = Significant.

Results in table 6 show significant influence of salary level on job motivation of respondents. This was revealed by the greater chi-square calculated value of 14.635, than the critical value of 5.991 observed at 0.05 significance level with two degrees of freedom. As a result of this finding the investigator failed to accept the null hypothesis.

Thirty-four respondents reported low to moderate influence of salary level on their jobs. Only one respondent was highly motivated by salary level. Generally, 18 respondents were motivated by salary level to a significant extent.

The findings failed to agree with those of Pratt (1979), Morse and Weiss (1968), and Cascio (1989), which hold that money in the form of salary or wage is increasingly irrelevant in terms of motivating workers on the job to any significant extent.

The high value placed on money by the Ghanaian worker and the roles that money can play in meeting most human needs could have influenced the findings in this analysis. This could be a good reason for low levels of salary being capable of motivating respondents on the job. This view is supported, also, by the findings of Laird, and Laird (1967), which show that people are likely to be strongly motivated by what they do not have.

### **Sub-Hypothesis 3**

The third sub-hypothesis stated that there would be no significant difference between status and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools.. This hypothesis was tested with the chi-square test and the results are presented in table 7.

**Table 7:****Influence of Status on Job Motivation of Respondents**

Influence of Status on Job Motivation	Observed	Expected	X <sup>2</sup>
High	8	1.148	
Moderate	23	11.028	
			17.208 (S)
Low	4	5.032	
Total	35		

X<sup>2</sup> Crit. = 5.991, p < 0.05, df = 2, S = Significant.

Status was found to be a significant factor in the job motivation of physical education teachers in Northern Ghana Secondary Schools. This evidence was found in table 7 where, the chi-square calculated value of 17.208 was greater than the critical value of 5.991 observed at 0.05 significance level with, two degrees of freedom. As a result of this finding the investigator failed to accept the null hypothesis.

Twenty-three respondents were moderately motivated on their job by status while eight respondents said they were highly motivated by the same factor. Thirty-one respondents out of 35 were generally motivated to a significant extent by social status as against only four who were lowly motivated.

These findings could have been influenced by the great importance that workers attach to individual status on the job. The findings support that of Houston et al (1989), which show that workers with high status feel secure, confident and more committed to their jobs as they develop a strong bond with these jobs.



The results of this study could have, also, been influenced by the type of status society has placed on physical education as a profession especially in Northern Ghana. The findings of Maslow (1984), Rosenberg (1979), Greenwald (1980), on the relationship of status and job motivation agree that most people will go to great lengths to maintain a favourable view about themselves.

#### **Sub-Hypothesis 4**

This sub-hypothesis was that there would be no significant difference between student response to the physical education programme and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. The hypothesis was tested with the chi-square test and the results are presented in table 8.

**Table 8:**

Influence of Students Response to Physical Education Programme on Job Motivation of Respondents

Extent of Job Motivation from Student Response to Physical Education	Observed	Expected	$X^2$
Very High	3	3.778	
High	25	30.178	
			42.427 (S)
Low	5	1.607	
Very Low	1	6.864	
Total	35		
$X^2$ Crit = 2.365, $p < 0.05$ , $df = 3$ , S = Significant.			

From table 8 above, it was discovered that student response to the physical education programme was a significant factor influencing the job motivation of physical education teachers in Northern Ghana Secondary Schools. The evidence was provided by the greater chi-square calculated value of 42.427 than the critical value of 2.365 observed at 0.05 significance level with, 3 degrees of freedom.

While 28 respondents experienced high to very high levels of motivation, only 6 of them indicated low to very low motivation from student response to the programme. On the basis of these findings the null hypothesis was rejected.

The results of this study could have been influenced by the high student response to the physical education programme. The working environment of the teacher, which was a factor not catered for in this study could have influenced these findings too.

The present findings support those of Daughtrey and Woods (1971), which conclude that a pre-requisite for positive student response to physical education depend on the provision of appropriate programmes that would serve the needs and aspirations of participants. The findings are also supported by the views of Bucher (1983), that students would try to attend subsequent physical education lessons with enthusiasm when previous ones were interesting and attractive to them. On the contrary inappropriate programmes tend not to attract many participants.

### **Sub-Hypothesis 5**

There would be no significant difference between provision of incentives and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. The chi-square test was employed to test this sub-hypothesis and the results are presented in table 9 below.

**Table 9:**

Influence of Incentives on Job Motivation of Respondents

Influence of Incentives on Job Motivation	Observed	Expected	X <sup>2</sup>
High	12	1.728	3.456 (NS)
Low	23	1.728	
Total	35		

X<sup>2</sup> Crit. = 3.846, p>0.05, df = 1, NS = Not Significant.

The results on table 9 above showed no significant difference between the extent of influence of incentives and job motivation of respondents. The evidence of this finding was indicated by the lower chi-square calculated value of 3.456 than the critical value of 3.846 observed at 0.05 significance level with one degree of freedom. This provided grounds for failure to reject the null hypothesis.

The findings could have been influenced by the fact that a larger number (23) of respondents perceived incentives as a factor with low influence on their job motivation. This perception could be due to the

provision of inadequate or inappropriate amount and type of incentives to workers. It could also be due to perhaps, reasons of adequate emoluments and satisfying working environment not focused in this study.

These findings support the work of Vroom (1964), Laird and Laird (1967), and Cascio (1989), which posit that differences exist in the arousal level of workers when incentives are employed to motivate them at the workplace. The writers emphasised further that people are not likely to be motivated significantly by the provision of incentives which are either not adequate or ill-timed.

#### **Sub-Hypothesis 6**

There would be no significant difference between opportunities for professional growth and the extent of job motivation of physical education teachers in Northern Ghana Secondary Schools. This sub-hypothesis was tested with the chi-square test and the results are presented in table 10 below

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**Table 10:**

**Influence of Opportunities for Professional Growth on Job Motivation of Respondents**

Influence of Opportunities for Professional Growth on Job Motivation	Observed	Expected	X <sup>2</sup>
High	25	3.214	6.428 (S)
Low	10	3.214	
Total	35		

X<sup>2</sup> Crit. = 3.846, p < 0.05, df = 1. S = Significant.

The extent of opportunities for professional growth was found to significantly influence job motivation of respondents. This was revealed by the greater chi-square calculated value of 6.428 than the critical value of 3.846 observed at 0.05 significance level with one degree of freedom as shown in table 10 above. The evidence of the results provided grounds for rejecting the null hypothesis.

While 25 respondents found job motivation to be high, 10 said that it was low when opportunities for professional growth were available to them.

The findings could be attributed to limited opportunities for self-improvement available to physical education teachers in Northern Ghana Secondary Schools. The teachers need opportunities for further studies, workshops, seminars and so on to improve their skills and outlook as noted by (Bucher, 1985).

These findings are supported by the work of Jensen (1992), and Cascio (1989), which conclude that higher professional skills of workers tend to place them in better socio-economic status and creates further desire in them to improve their work-related skills and job motivation. Pratt (1979) and Bucher (1985), concluded that professional stagnation leaves employees with little sense of hope that their expectations would be met on the job. The same writers added that morale of employees is lowered when they feel that they play no significant role in contributing to the success of the entire organisation.

It appears that the demand for a bachelor's degree as the minimum qualification for all secondary school teachers and the introduction of degree programmes in university for physical education in Ghana could have contributed to the marked anxiety for self-improvement among respondents.

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## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **SUMMARY**

The study examined the extent to which some selected factors influenced job motivation of physical education teachers in Northern Ghana Secondary Schools.

Chapter one provided a general background to the study. The main problem was to determine the extent to which the selected factors influenced job motivation of respondents. The sub-hypotheses of the study were to determine the significance of opportunities for promotion; salary level; status; response of students to the physical education programme; provision of incentives; and opportunities for professional growth in terms of job motivation of respondents. Six sub-hypotheses were formulated from six research questions. The study was delimited to forty secondary school physical education teachers in Northern Ghana. Some key terms were operationally defined to conclude this chapter.

Chapter two reviewed related literature on the study under the following sub-headings: Opportunities for promotion at the workplace; Salaries/wages as the reward of labour; Status and status perception of workers; Response of students to the physical education programme; Incentives in personnel management; and Professional growth of teachers. A summary of the chapter was provided at the end.

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Chapter three treated the methods and research techniques used for collection, organisation and analysis of data. The first subsection of this chapter described the research design as a survey. The population, sample and sampling techniques were identified. A sample of (N = 40) representing 80% of the total population of 50 physical education teachers was studied. The research instrument used was questionnaire which was pilot-tested for validity and reliability. The administration of the instrument was done by the investigator and two research assistants. The methods for data collection and data analysis were described at the end of this chapter.

Chapter four was devoted to data analysis and discussion of findings. Descriptive analysis of demographic data preceded chi-square statistical test of six null hypotheses. The results were analysed and discussed according to the tested sub-hypotheses.

### **Conclusion**

From the findings of this study it was concluded that physical education teachers in Northern Ghana Secondary Schools were motivated to a large extent by the selected factors of job motivation.

### **Recommendations from Results of the Study**

The following recommendations were made in view of the findings of this study:

1. Subject co-ordinators should go beyond inspecting the work of

- physical education teachers to recommending the hardworking ones for promotion and other incentives in order to sustain their job motivation.
2. Student response to the physical education programme could further be enhanced if physical education teachers include interesting, challenging, and beneficial activities in the programme.
  3. The quality of, and situation for which incentives are given to teachers should be constantly reviewed to ensure that job motivation is either maintained or even improved.
  4. Physical education teachers who refuse to make use of the existing opportunities like workshops, and seminars to improve themselves should not be allowed to continue teaching in the senior secondary schools. This measure could move such teachers to improve their professional image and at the same time protect their job security

#### **Recommendation for Future Research**

This study was conducted in Northern Ghana which has peculiar socio-economic and cultural background which falls 300 years behind the south in formal education (Bening, 1971; McWilliam, and Kwamena-Poh, 1975). It might be beneficial carrying out a similar research in Southern Ghana to compare results.

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## APPENDIX A

Department of HPER  
Faculty of Education  
University of Cape Coast  
Cape Coast

January, 1995

Dear Sir/Madam,

### REQUEST FOR PERMISSION TO COLLECT DATA

In partial fulfilment of the Master of Philosophy (Physical Education) degree, this candidate is conducting a research on "Correlates of Job Motivation of Physical Education Teachers in Northern Ghana Secondary Schools"

I would be grateful if you could permit him to collect data in your school for analysis. All information that he will be provided will be treated as confidential.

Yours faithfully,

B.L. Boateng (Ph.D.)  
(Principal Supervisor)

## APPENDIX B

Department of HPER  
Faculty of Education  
University of Cape Coast  
Cape Coast

January, 1995

Dear Sir/Madam.

### LETTER OF INTRODUCTION

Alfred Abugre Ndago is a graduate student of this department. In partial fulfilment of the requirements for the award of the Master of Philosophy (Physical Education) degree, he is conducting a research on "Correlates of Job Motivation of Physical Education Teachers in Northern Ghana Secondary Schools"

It would be appreciated if you could assist in responding to his questionnaire and offer all the information he requires.

Yours faithfully,

B.L. Boateng (Ph.D.)  
(Principal Supervisor)

## **APPENDIX C**

### **UNIVERSITY OF CAPE COAST**

#### **DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION**

#### **RESEARCH PREAMBLE**

This researcher is of the view that physical education teachers in Northern Ghana Secondary Schools are not motivated in their jobs. He has therefore selected some factors of job motivation to investigate the extent to which those factors influence their job motivation.

The study is in partial fulfilment of the requirements for the award of the Master of Philosophy (Physical Education) degree in the above department of this University.

The attached questionnaire is designed for you to freely respond to. Your views will be treated confidentially.

## **APPENDIX C**

### **UNIVERSITY OF CAPE COAST**

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##### **RESEARCH PREAMBLE**

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The attached questionnaire is designed for you to freely respond to. Your views will be treated confidentially

## QUESTIONNAIRE

Kindly check (✓) the correct response to each item in the appropriate box. Where additional information is required, kindly supply it in the space provided.

### A. Personal Information

1. Sex:  Male  Female
2. Age:
  - a. 20 - 24 years
  - b. 25 - 29 years
  - c. 30 - 34 years
  - d. 35 - 39 years
  - e. 40 years and above
3. Highest Academic Qualifications
  - a. B.Ed. (PE)
  - b. Diploma in P.E.
  - c. Specialist Cert
  - d. Others (Please, indicate) \_\_\_\_\_
4. Professional Rank:
  - a. Assist. Director
  - b. Principal Supt.
  - c. Senior Supt.
  - d. Superintendent

**B. General Information**

5. How long did it take you to earn the present rank after your last promotion?

- a. 3 years
- b. 4 years
- c. 5 years
- d. 6 years or more

6.(i) To what extent did opportunities for promotion (ie. Equal chances, advance preparation, etc), motivate you on the job of teaching physical education?

- a. High
- b. Low

6.(ii) State briefly problems you experienced in getting promoted, if any.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. To what extent would you rate your current salary in relation to your job motivation?

- a. High
- b. Moderate
- c. Low

8. To what extent is your opinion about the status of the physical education teacher especially in your school?

- a. High
- b. Moderate
- c. Low

9. To what extent do incentives (such as gifts, awards, prizes, etc) motivate you to work?

a. High       b. Moderate       c. Low

10. To what extent does student response to the physical education programme( ie student willingness or unwillingness to participate in the programme) affect your interest in your job?

a. Very High       b. High   
c. Moderate       d. Low

11. To what extent does opportunity for attending workshops, seminars, courses for self-improvement affect your interest in your job?

a. High       b. Low