

UNIVERSITY OF EDUCATION, WINNEBA,

MANAGERIAL HUMAN RELATIONS AND TEACHER MOTIVATION:
PERCEPTION OF STAKEHOLDERS IN SOME SELECTED BASIC SCHOOLS IN
UPPER DENKYIRA EAST MUNICIPALITY

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a blue and white gear-like pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the emblem.

JULIET NYANDE

**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in Partial fulfilment of the requirements
for award of the Masters of Arts (Educational Leadership) degree**

SEPTEMBER, 2016

DECLARATION

I, JULIET NYANDE, declare that this project report, with the exception of quotations and reference contained in published works which have all been identified and duly acknowledged, entirely my own original work and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE

DATE

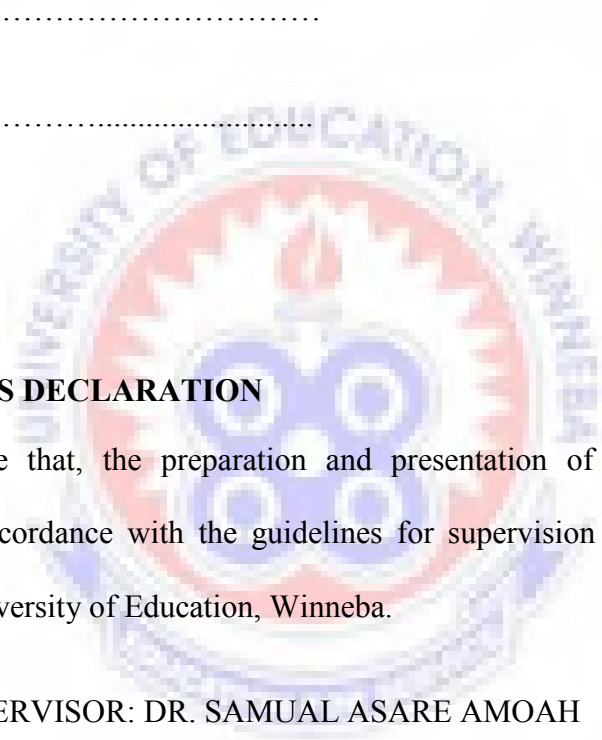
SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of this project report was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. SAMUAL ASARE AMOAH

SIGNATURE.....

DATE.....



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DEDICATION

I dedicate this project to my husband, Robert Nyande. My parents. Mr. and Mrs. Johnston for their love and support. My children Roberta, Rolanda and Rhoda, I cherish your love and infringing support.



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ABSTRACT

To date education continues to remain the most important tool to measure the level of development of a country. However, the achievement of institutional goals cannot be done by the school manager alone. There should be active collaboration between the school manager and teachers. This is because they are the most important human resource in every institution. This study examined human relation practices among basic school administrators in some selected basic schools in the Upper Denkyira East Municipality. It also examined the type of motivation available for teachers in the basic schools. Again, it assessed the effects of human relations practices on teacher motivation in some selected basic schools in the Upper Denkyira Municipality. The population of the study was 1500 basic school teachers in the Upper Denkyira East Municipality. Questionnaires were used to collect data from 110 basic school teachers from 7 circuits. Also, interview guide was used to collect data from 7 head teachers in the selected schools. The study was analysed with the aid of SPSS to generate tables. The study revealed that head teachers adopt two human relation managements. These include management by walking around and management by objective. The paired sample t-test was performed to assess the significant mean difference of teachers' response on what type of human relation management greatly improve motivation. The result was that management by objectives contributes significantly to teacher motivation. The conclusion was that the type of managerial relationship is a source of motivation for teachers. It was recommended that head teachers should use the management by objective often times as part of their management style.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

To date education continues to remain the most important tool to measure the level of development of a country (Human Development Journal, 2007 cited in Nzulwa, 2014). It is still acknowledged as a link to other development indicators such as socio-economic status, health, mortality rate, and technology and poverty reduction among others. It is noted as a means of developing full potential of people to lead acceptable lives in a society. Basically, education expands people's choice through building their capacity. It also change peoples' life and make them more receptive (Ndegwa, 2001). Thus, the role of education in social and economic development cannot be overlooked in development agenda.

Throughout the 1990s, investment in the development of public schools in Ghana increased by about 35 percent of the national recurrent budget. This notwithstanding, about 60 percent of the nation's budget was invested to promoting primary education (MOESS, 2008). Other policy documents like the Ghana Poverty Reduction Strategy (GPRS) 2002 – 2004, Vision 2020 and the Education Strategic Plan (ESP) 2003-2015 and the current Ghana Shared Growth Development Agenda (GSGDA) explicitly stress on the importance of basic education in human development. These documents aim to provide quality education for all. Other measures initiated by government include the capitation grant, free distribution of school uniforms, exercise books and computers to basic school pupils, and the school feeding programme (MOESS, 2008).

However, the above mentioned interventions are not adequate to achieve educational goals. At the school certain, there are some internal factors which may inhibit performance and serve as de-motivation to teachers and school administrators. As Nzulwa (2014) stated that in every institution of which the school is not exclusion, it is expected that good management systems produce good results. However, these outcomes do not happen by chance. The production of satisfactory outcome requires great efforts of school managers to facilitate the affairs of the institution.

The achievement of institutional goals cannot be done by the school manager alone. There should be active collaboration between the school manager and teachers. This is because they are the most important human resource in every institution (Nzulwa 2014). Thus, the school manager should design proactive measures to involve teachers in institutional administration. One of such measures may be attributed to instituting good managerial human relations. Human relations in the context of this study are the practices school managers put in place to create a good atmosphere for its subordinates (in this case, teachers) to deliver their services in an efficient and effective manner.

Hence, the successful outcome of educational policies is the product of good human relations and teacher motivation. According to Aacha, (2010) teacher motivation has become an important discussion in research. This is because teachers are the transmitters of skills, knowledge and attitudes to learners. It is argued that teachers who are satisfied with their work tend to give their best which in the long run improve students' performance. Hence, teacher motivation directs peoples' proceedings and behaviours toward achievement of some goals (Analoui, 2000).

Nzulwa (2014) mentioned that employees' industrious performance can be improved with good human relations from managers through motivational practices. Highly motivated employees through good human relations practices make them to perform better (Nzulwa, 2014). In the view of Al-Salameh (2014), high levels of social interaction (good human relations) among managers are linked to high motivation of teachers, which in turn benefits students as well. In view of this, this study examines human relations practices among school administrators in basic schools in the Upper Denkyira East Municipality.

1.2 Statement of research problem

Teachers in general are the most important group of professionals in nation's development. By their profession, they provide prized products and services to national development. It is surprising to know that many teachers lose self-efficacy within educational settings (Dweck, 1999 cited in Al-Salameh (2014)). The problem is that employees' performance level (including teachers) is not up to 50 percent of their capacity expectation in the absence of effective motivation. They exhibit low confidence which are often reflected in poor work performance.

In Ghana, Cobbold (2007) indicated that the rate at which teachers leave the teaching profession is disquieting. There were shortages of 40,000 trained teachers in basic schools in 2007 (Cobbold, 2007). In 2013, the Daily Graphic reported that 33,185 teachers abandoned post to seek greener pastures elsewhere. Poor human relations among authorities and lack of motivation by managers of the system accounted for such a

situation. Out of this number, Central Region experienced about 19 percent of which Upper Denkyira East Municipality has its share

According to Nsowah (2003) teacher trainees lack the motivation, commitment and aptitude for teaching. Kauffman, Johnson, Kardos, Liu, and Peske, (2002) mentioned that Ghana's education system is very poor and lack good human relations. According to him, newly posted teachers are not much supported but they are left on their own to succeed or fail within the confines of their own classrooms. Ingersoll (2003) criticizes Ghana's teaching system as "*the profession that eats its young*".

In other words, it is a profession that places less importance on human relations as a tool for motivating teachers. This kind of education system can cause a weakening of new teachers' commitments to stay in the profession (Ingersoll, 2003). This underscore the role human relations play in motivating teachers to do their best. This study examines the role human relation of school managers' play in ensuring teacher motivation in selected schools in the Upper Denkyira East Municipality.

1.3 Research objectives

The principal objective of this study is to examine whether managerial human relation practices influence motivation of teachers. The specific objectives are as follows

1. To examine human relation practices among basic school administrators in some selected basic schools in the Upper Denkyira East Municipality.
2. To examine the type of motivation available for teachers in the basic schools in the Upper Denkyira East Municipality?

3. To assess the effects of human relations practices on teacher motivation in some selected basic schools in the Upper Denkyira East Municipality.

1.4 Research Questions

The study provides answers to the following research questions.

1. What human relations practices are exhibited in basic schools in the Upper Denkyira East Municipality?
2. What motivations are available for basic school teachers in the Upper Denkyira East Municipality?
3. What are the effects of human relations practices on teacher motivation in some selected basic schools in the Upper Denkyira East Municipality?

1.5 Significance of the Study

The major driving force for this study is the need for increased good managerial human relations in basic schools as a motivation to teachers and a contributor to performance. Thus, the study will serve as a source of empirical knowledge to guide policies and strategies aimed at motivating basic school teachers through an effective and sound human relation practices.

As indicated in the introduction, this study aims at informing policy reforms on the role of managerial human relations as a motivating factor to teachers and as means of achieving national educational development since the education is noted to improve health, nutrition and maternal health which ensures low mortality rates— an attainment towards the development.

Moreover, the knowledge and skills gained in this research would enhance supervisory competencies of undergraduate and post-graduate students' projects in general and researching in human relation issues in particular.

Further, a sound empirical study such as this has the potential to provide ground and impetus for change or transformation to promote a boost in teachers' motivation in the future. The study will add to the body of academic knowledge and serve as a reference point for other academic work on human relation and teacher motivation in Ghana and other parts of Africa. It will also provide information that will engineer further research into managerial human relations and teacher performance in Ghana and Africa as a whole.

1.6 Scope of the Study

The case study is selected basic schools in the Upper Dnekyira East Municipality. Issues considered in the study include the managerial human relation practices among heads of basic school and how it contributes to teacher motivation to achieve performance.

1.7 Limitations of the Study

While the study was successful in collecting and analysing data to address the research objectives, it was limited in a number of ways. The study had to be completed under a stipulated time which can pose restriction to in-depth information. The researcher was limited with financial and logistical resources. Also there was delay in response to questionnaires by respondents. Despite these challenge, efforts will be made to collect the relevant information for the study.

1.8 Organisation of the Study

The study is to be grouped into five chapters. Chapter one outlines the introduction of the study, which consists of the background to the study, statement of the problem, research questions, objectives of the study, scope of the study, justification of the study and organisation of the study. Chapter two reviews the theoretical framework of the study where issues such as motivation theories would be reviewed. Chapter three presents and discusses the research approach and methodology. It describes the research design, data requirements and sources, population and sampling techniques and data collection techniques employed in carrying out the study. The chapter also gives a brief profile of Upper Denkyira East Municipality.

Chapter four contains the analysis of the data collected from the field and results from the analysis. Finally, Chapter five states the major findings of the study. Based on the findings, a conclusion is made and the chapter ends with appropriate recommendations to the entire study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of managerial human relations. The chapter also presents the theories of motivation and discusses the relationship between managerial human relations and motivation. The concern of this review is to bring to light pertinent issues related to the topic and provide answers among others the following questions: what have authors said about this topic? What research has been done previously about the topic? These will serve as the bases of understanding the specifics of the topic under study. The chapter ends with a summary.

2.2 Theoretical Approaches

2.2.1 Management by Objective (MBO) Theory

This theory is very much used in the business science in the mid of 1950s by renowned researcher Drucker (1954). He was a prominent management scientist who used the theory to explain the importance steps of achieving business objectives. The theory was introduced as a visible significance of business clear objectives to their productivity, share market increase and status. Drucker (1954) explained that the process of setting objectives and development monitoring are the causal factors towards the functioning of an organization. Hence, this determining factor should pervade the whole institution from top to bottom. To realize this, Drucker argued that it is crucial for management to equally set institutional goals with their subordinates (Figure 2.1).

Management by Objective is a system whereby the top management of an institution and its employees come together to identify a common goal, define individual's responsibility in terms of expected results. It serves as a guide for top managers to formulate objectives to be achieved in the future and motivate employees to steadily ask what can be done (Thomson, 1998) cited in Brown and Owusu (2014). Institutions or organizations exist to achieve a purpose so as to make it sustainable. However, the achievement of organizational purpose largely depends on the involvement of subordinate in decision making. It is argued that organization which fails to adopt management by objective as managerial human relation is at risk to a downward decision-making approach. In other words, such organizational goals are set by top management and pushed down to subordinates for implementation. Brown and Owusu (2014) further explained that the lack of participation (non-involvement in decision making) by employees or subordinates in an organization impede the full achievement of goals and objectives. This according to the researcher discourages commitment on the part of employees.

The usefulness of the theory is based on the fact that it focuses on objectives and results by which a manager seeks to achieve at a particular time. It also focuses on participation as a tool for involving subordinates in decision making to achieve a common goal. It is a result centered managerial approach for the effective utilization of material, physical and human resources of an institution. The theory combines both short and long term goals of an organization. However, the theory does not only focus on goal but effective performance and participation as well.

This study sought to investigate school management human relations based on the theory of management by objective and management by walking around. The study investigated whether the characteristics of the theory is practiced among head teachers in basic schools. This could be exhibited in the nature of decision making in the schools. Staff members involved decision making generally develop a high level of satisfaction. Teachers must be recognised and respected by the administration for their expertise (Conley, Schmidle, & Shedd, 1988) cited in Brown and Owusu (2014). Teachers are empowered to act as leaders in concert with the principal. Liontos (1993) cited in Brown and Owusu (2014) suggested that a shared decision-making strategy has the potency to improve the quality of decisions thereby increasing decision acceptance rates, boost staff morale , increase staff efficiency, staff commitment and teamwork; build trust among staff; help staff acquire new skills and increase overall school effectiveness.

2.2.2 Management by Walking Around (MBWA) Theory

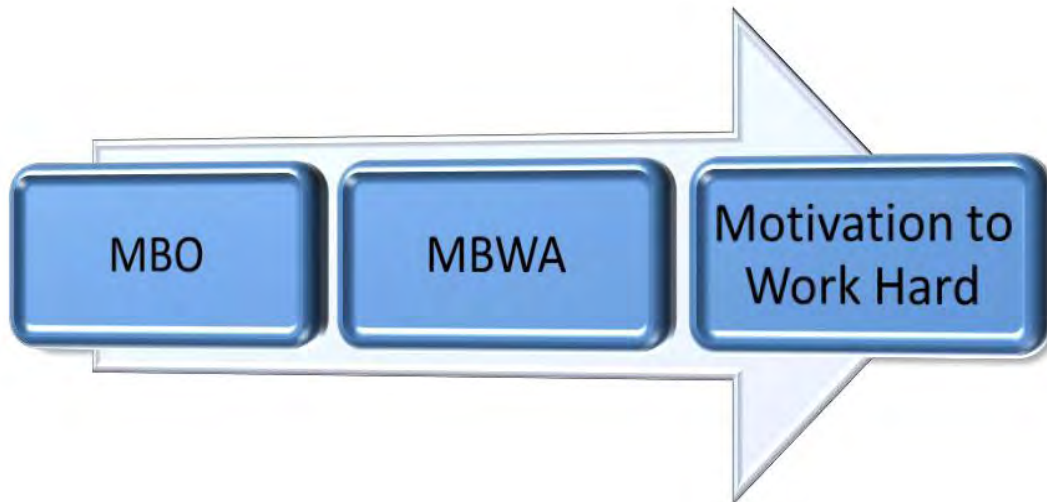
Peters and Waterman (1982) defined Management by Walking Around as a managerial human relation whereby managers wander around in an unstructured manner at the workplace randomly with a view to checking with employees, equipment, about the status of ongoing work (Figure 2.1). It is a type of managerial style where the manager visits subordinates without informing them. It is unplanned activity. The advantage with this style of management is that a manager is more likely to increase productivity and total quality in the management of the organization in contrast to staying glued in a specific office and waiting for employees, or the delivery of feedback reports on what goes on in the organization.

This type of management relations can motivate subordinates in the sense that it makes them feel they are cared for by managers. This managerial style was used by managers in the Hewlett-Packard company in the 1970s (Mears, 2009) to boost morale of subordinates within an organization. Following success in its usage, this human relation style was implanted into the culture of the organization. Apart from this company, other companies have used it as a tool to motivate subordinates. According to Hinner (2009) management by walking about connotes a sense of purposeful random visit by a manager to learn at first hand, the working conditions which have beneficial and fruitful consequences for organizational growth. Hinner gave a good testimony after using the Management by Walking Around approach. The approach, by visiting workers on site and asking questions, vital information was received to improve organizational performance. Roaming about at the work site helps the manager to learn on a daily basis procedures and processes in the organization. Hinner further explained that when subordinates see managers as superior, they will be more willing to open up to tell them the happenings and problems within the organization before some of them become problems. Furthermore, as subordinates get to know their boss better, they tend trust them the more.

Management by Walking Around (MBWA) has several benefits. With this management tool, subordinates are able to share important information with their managers. This helps them to address communication barriers. Again, the approach can help discover and fix problems earlier in efficient manner before it becomes worse. According to Hinner (2009), communication in Management by Walking Around becomes impulsive and gives room for on-the-job mentoring. Another dimension of this

approach is the use of norm, a most unusual leadership style which makes use of profound technical skills, and an ability to analyze audience using appropriate humor and presentation skills. It enables subordinates to put on a “can do” spirit attitude: after all, nothing is impossible and challenging “what we do” (Hinnners, 2009).

Management by Walking About (Figure 2.1) can easily be adopted by heads of schools where they could pay random visit to classrooms to interact with the teachers and be able to get hands on information about the activities that go on in the classrooms. The two approaches are expected, when used properly to motivate teachers to function effectively and efficiently as teachers. Figure 1 gives a diagrammatic representation of management by objective and management by walking around.



Source: Hinnners (2009)

Figure 2.1: Theory of management human relations

2.3 Theory of motivation

The rationale behind the motivation theory is to distinguish various views the origin and nature of motivation. Many modern approaches to motivation study can be traced from Abraham Maslow's investigations which are the study of human needs as essential behavior motive (Maslow, 1943). The Maslow needs are arranged in hierarchy of needs where the first two groups (physiological needs and safety needs) are primary or lower level needs. The next three ladder of Maslow's motivation theory include the social needs, recognition needs and self-realization needs. These are recognised as the higher level needs. The theory postulates that human's efforts are directed towards satisfaction of lower level needs. This is followed by the higher level needs satisfaction. In other words, the lower level needs is more important to be met than the higher level needs.

Maslow's motivation theory of needs was modified by Frederick Herzberg. According to him it is important to understand what people want from their work and the internal and external factors that influence the motivation of human behavior. Regarding this, a two-factor motivation model was created. The two-factor motivation is also known as the Hygiene theory. According to this theory, the extrinsic motivators (security, salary, work conditions, company policy and administration) and intrinsic motivators (prospective promotion, responsibility, challenges, recognition and achievement) affect feeling of satisfaction from job (Herzberg, 1968).

David McClelland recognized three types of motivation needs. These include need for success, need for power and need for popularity. The need for success is good for people who are driven by the challenge of success. These groups of people consider risk and the tasks they choose neither quite easily achievable, nor so complicated to

become unachievable at all (McClelland, 1970). The need for power is important for those who like being in the focus, affects others. The need for popularity is also important for those who are sociable. These groups of people are driven by affiliation and recognition which is a source of motivation to them (McClelland, 1970).

The above discussions of motivations can be categorised as the theory of motivation needs. Aside this, there are other theories of motivation process. One of them is the Victor Vroom's theory of expectations. The theory explains that employees are more motivated to perform better when they are sure that their efforts will lead to a high performance rating. And this performance rating must come from school management or the school head. The expectation theory looks at three factors. These include reward and personal goal, efforts and performance and performance and reward. Motivation is more effective when employee is sure that his efforts lead to fair reward. Motivation is reduced when employee is given low appreciation of success or value of reward (Vroom, 1964).

Another theory of motivation process is the one developed by Adams, the equity theory. The theory explains that people are motivated by their belief in justice of reward. People have tendency to use subjective assessment to compare their efforts and rewards with those of other groups of people. When an individual feels that his efforts are not rewarded equally, he reduces the efforts. In other words, non-equitable rewards and over-equitable rewards act according to Adams demotivate subordinates. When rewards are equitable they provoke adequate (normal) reaction.

Porter and Edward Lawler combined ideas from Vroom's expectations theory and Adams' equity theory and suggested that motivation is the function of needs,

expectations and justice of reward. Porter and Lawler consider that employee's output depends on: his efforts, his typical features and potential possibilities, employee's self-estimation and assessment of value of reward (Armania-Kepuladze, 2010).

Douglas McGregor proceeded from the opinion that people can be managed in two ways depending on types of people themselves. Thus, McGregor's conception includes two theories: "X-theory" and "Y-theory". "X-theory" (properly Taylor's theory) considers that human is lazy by his nature, he does not enjoy working and he attempts to avoid working when possible. According to Y-theory, people are quite different and defined by contrast peculiar characteristics. Human usually intends to take responsibility, initiative, ingenuity, and self-dependence. Y-theory assumes that high-order needs dominate people.

2.2.4 Definitions and dimensions of motivation

Motivation is defined as *"those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed"* (Kreitner & Kinicki, 2001:205). Mathis and Jackson (2002:82) define motivation as *"the desire within a person causing that person to act,"* They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Similarly, Hellriegel, Slocum and Woodman (1989:142) define motivation as *"the term used to describe the forces that cause the person to behave in a specific, goal-directed manner"*. Torrington and Chapman (1983:98) define motivation *"as a process by which the individual is activated or energized to produce specific activity"*. Motivation is

defined within the context of this study as the factors that stimulate people to perform an action orderly.

The term motivation is inherent in the definition of leading, leadership and managerial human relations. Motivation in the most general sense is defined as an establishment of goal-oriented behavior (Cleveland & Murphy, 1992 cited in Buble, Juras and Matic, 2014). Deci and Ryan (1985) cited in Buble, Juras & Matic (2014) identify two aspects of behavior: energization and direction. Energization in motivation is a fundamental need, while direction concerns the process of directing action towards satisfaction.

Simply put, motivation is encouraging people to achieve organizational, group, and individual goals, which are interwoven, so often the realization of one indirectly but simultaneously means the achievement of others. In this context, Deci and Ryan (2000) cited in Buble, Juras & Matic (2014) holds that everyone wants more motivation, but is not entirely sure what it is. Managers and leaders would say they wanted more motivated team of employees or groups, and employers want to hire motivated people. Moreover, the demands of employers are even higher- for example, the person they want to hire should be self-motivated.

Throughout history many theories of motivation have been developed that have been based on various assumptions, putting emphasis on the various dimensions of human behavior. Abraham Maslow is considered an architect of these theories with his hierarchy of needs theory, on which many authors built and further developed their own theories of motivation. The authors who particularly stand out with their theories are Alderfer, Atkinson, Miner, Vroom, Porter and Lawler, Skinner, Richard and Hackman,

Oldham and others. All of these theories can be grouped into three basic categories of understanding motivation: content approaches, process approaches, and reinforcement theories.

Among these theories of motivation, it is important to point out Herzberg's (1959) theory which identifies two groups of factors - intrinsic and extrinsic. Intrinsic motivation is that which originates from the individual and its realization raises productivity and self-actualization. Extrinsic motivation is that which comes from the outside of the individual, and its realization results in what Lawler (1973) calls social reward. The most talented and innovative employees are rarely motivated solely by extrinsic rewards (money and other benefits), but also by their intrinsic motivation – which comes from the work they do. The importance of motivation, especially intrinsic, manifests itself in the fact that it can lead to the behavior that is reflected in high performance of the organization. Therefore, leaders can use motivational techniques to help satisfy the needs of employees and to simultaneously encourage higher work performances (Daft, 2008, p. 623). It is possible in this sense, according to Dyer (1972), to distinguish three areas which are affected by motivation - changes in the quantity, quality, and performance direction.

2.3 Empirical review

2.3.1 Teacher Motivation

The major role of the teacher is to transmit skills, knowledge and attitudes to learners. Acha, (2010) mentioned that teacher motivation has become an important issue in studies nowadays. Therefore the need to ensure that teachers become better off is an issue which cannot be overlooked. Mertler (1992) cited in Brown and Owusu (2014)

stated that it is when teachers are satisfied with their work where they give off their best. This goes a long way to also influence the performance of students. Supported by Analoui (2000), teachers actions are guided by motivation which shaped their behaviour towards attaining a common goal. Sansone & Harackiewicz, 2000 explained motivation in two perspectives. These include extrinsic and intrinsic motivations. The intrinsic motivation according to Ryan & Deci (2000) cited in Brown and Owusu (2014) originate from within a person which influence behaviour and achievement in a more positive way. With intrinsic motivation, one performs an act for its own sake rather than being urged by an external factor.

The extrinsic motivation emanates from the external environment instead of within the individual. It is the influence from the external environment which acts as stimulus on the individual. The concept of intrinsic and extrinsic motivation received attention during the 1940s. Researchers like White (1959), Maslow (1943) and Alderfer (1969) cited in Brown and Owusu (2014) had used the concept in academia in various ways. A study on extrinsic and intrinsic motivation regarding job satisfaction of teachers resulted to numerous intrinsic motivational variables which included the competition in teaching, satisfaction derived from teaching, control over others, and setbacks in teaching, and recognition, career advancement. The extrinsic motivation variable on the other hand included free meals, salaries, free accommodation, leave of absence, and weekly duty allowances free medical care among.

On the issue of teacher motivation, Bennel (2004) explained that the profession unlike other professions like engineering, law and medical doctors is not much restricted in terms of recruitment. However, public sector recruitment freezes in many countries is a

worry to many teachers. Such intervention has affected the morale of teachers to perform well. Teachers sometimes lack strong, long term commitment to teaching. Also, salary level of teachers compared with other profession is very low and this serves as discouragement to teachers' intrinsic motivation.

There are two key inter-related aspects of teacher motivation -will-do and can-do (Bennell (2004). Will-do" motivation refers to the extent to which the teacher adopts the institutional goals and objectives. Can-do motivation, on the other hand, focuses on the factors that influence the capacity of teachers to realise organizational goals. A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met.

There appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance.

Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing (World Bank, 2004).

2.3.2 Teacher motivations as a Strategy to improve performance

Motivation is the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviors. It can be considered a driving force; a psychological drive that compels or reinforces an action toward a desired goal (wikipedia.com, 2013). Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an incentive is the anticipated reward or aversive event available in the environment (Deckers, 2010) which serves as motivation. Teachers need something to keep them working. Most of the time, the salary of the employee is enough to keep him or her working.

The teacher must be motivated to work to achieve a common goal. If there is little or no motivation teacher's quality of work is likely to deteriorate. Teachers' have different beliefs about factors that control their behaviour; this is what it is referred as locus of control. At one end of the continuum are high internals who believe that opportunity to control their own behavior rests within themselves. At the other end of the

continuum there are high externals who believe that external forces determine their behavior.

Not surprisingly, compared with internals, externals see the world as an unpredictable, chancy place in which luck, fate, or powerful people control their behaviour (Rotter, 1966). In motivating workers, general motivational strategies or specific motivational could be applied. General motivational strategies include soft sell versus hard sell and personality type. Soft sell strategies have logical appeals, emotional appeals, advice and praise. Hard sell strategies have barter, outnumbering, pressure and rank all these packages affects performance. Specific motivational appeals focus on provable facts, feelings, right and wrong, workers rewards and audience threat (Thomas and Jane, 2004).

There are several factors that motivate a person to work. The motivational factors can be broadly divided into two groups: monetary and Non-monetary motivation. Monetary motivation takes the form of salary/wages, bonuses, and incentives. The non-monetary motivation includes status or job title, appreciation and recognition, delegation of authority, working conditions, job security, job enrichment, workers participation, cordial relations, good superiors, training of employees, proper job placements, proper promotions and transfers, proper performance feedback, and proper welfare facilities and flexible working hours (Thomas and Jane, 2004).

The general assumption is that an adequately motivated teacher will in turn give in his or her best towards the attainment of a general consensus. Consequently, when a teacher is motivated the question of poor performance and inefficiency will be less (Chernis and Kane, 2004). This agrees with the works Chernis and Kane, 2004 which

showed that workers who received incentives performed better than those who did not receive.

It is generally agreed that the more accurately managers can answer the question of what motivates their employees, the more effective they will be at shaping workers attitudes, maximizing productivity, enhancing productivity, enhancing performance and advancing the notion of organisational accountability (Chernis and Kane, 2004). The study sought to investigate the managerial human relations of head of schools and teacher motivations

2.3.3 Managerial human relations and teacher motivation

Aacha (2010) suggested that extrinsic teacher motivation can work if there is a good managerial human relation among head teachers in the various second cycle institutions. The discussions on human relations and teacher motivation have gained so much ground especially the western world. Studies (for example, Aacha, 2010; Holten, Dent & Rabbett, 2009) have shown that there exist, a relationship between human relations and teacher motivation. According to the researchers, though salary level in the teaching profession is disincentives to teachers, other factors like human relations also counts.

Managerial human relations where school managers sit jointly together with teacher to set specific institutional objectives to be accomplished within a certain specific time frame, all players buy into the vision. This management human relation helps in achieving objectives. The stress on this human relation boosts the morale of teachers.

Brown and Owusu (2014) argued that informal relationship between head of school and teachers achieves teacher motivation towards achieving an institutional goal.

The study by Shah, Ur-Rehman, Akhtar, Zafar, and Riaz (2012) of 294 respondents showed significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and significant relationship between managerial human relations and intrinsic motivation.

Prendergast (2002) established a relationship between managerial human relations and motivation. The researcher further explained that evidence exists that supervisors do not judge the subordinates justifiably and impose personal liking and disliking in the rewards and punishments. The caliber of the leaders and supervisors has an effect on the performance of teachers (Sargent & Hannum, 2005).

Seniwoliba (2013) study of 178 respondents found that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. He also found that there was inequity among teachers when they compare themselves with their colleagues with the same qualifications, experience and responsibilities in nonteaching organizations and therefore feel unfairly treated as professional teachers. They were equally dissatisfied with their pay compared to their inputs (skills, ability, and work load) as espoused by Adams' equity theory of motivation.

A study by Naz and Khan (2012) showed a correlation between motivation of teachers and head teachers human relations. Brown and Owusu (2014) study of 100 senior high school teachers and ten head masters revealed that most teachers see their heads as bosses and not as friends.

Again, it was revealed that though teachers were involved in decision making, the actual setting of objectives for a school were left in the hands of the heads and the school management team. It was therefore recommended for head teachers to adopt the Management by Walking About and Management by Objective so as to get closer to their teachers in the running of schools.

2.4 Conceptual framework

A lot of discussions have been done on motivation theory. This study adopted the Maslow theory of human needs. The management by objective theory and management by walking around theory can better be explained using the Maslow motivation theory of needs. The primary and secondary ladder of Maslow's theory can be achieved through the application of management by objectives and management by walking around.

The movement or wandering of the school head from class to class to check the performance and interact with teachers is a way of motivating teachers. Again, involving teachers on the discussion table to set and achieve a common goal is a way of motivating them. These managerial human relations are embedded in Maslow theory of motivation (Figure 2.1).

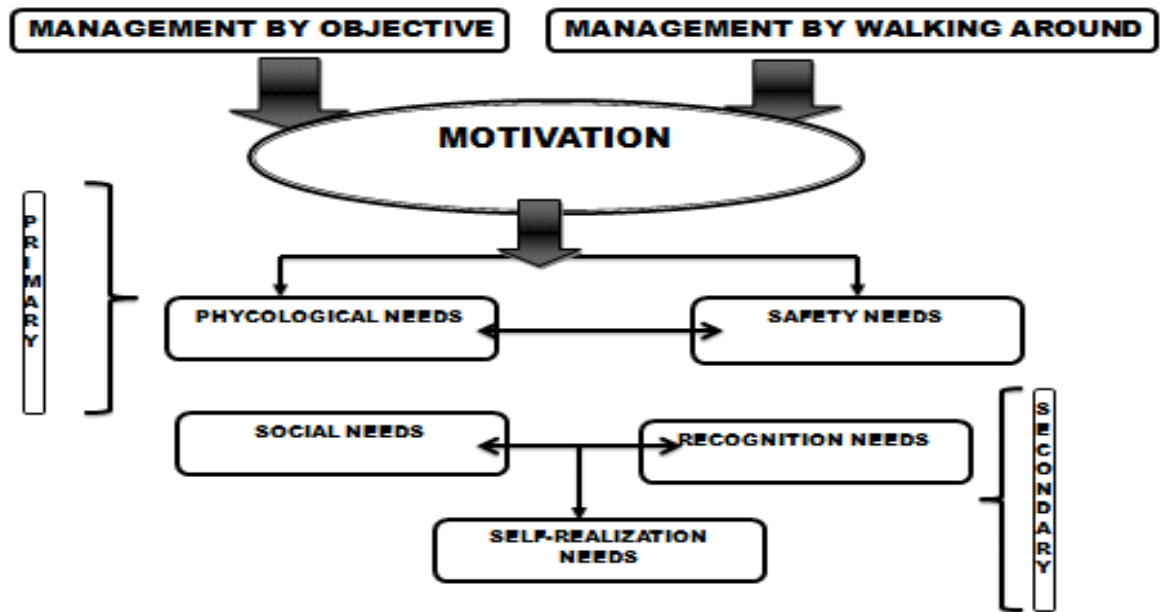


Figure 2.1: Conceptual framework

Source: Author's construct, 2015 (Deduced from Maslow Theory and Management theories)

The conceptual framework (Figure 2.1) explains that managerial human relations like management by objective and management by walking around achieves teacher motivation. With such a motivation, the framework focus on the Maslow motivation needs theory. Teacher physiological needs, safety needs, social needs, recognition needs and self-realization can be achieved through good human relations.

2.5 Summary of Literature

The review of literature on Management by Objective Theory, Management by Walking around Theory that formed the managerial human relation has been discussed in this study. Also, the concepts of motivation have been discussed. Empirical studies on teacher motivation and performance have been explained. Again, the relationship between managerial human relation and teacher motivations has been discussed.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is a body of knowledge that enables researchers to explain and analyse methods – indicating their limitations and resources, identifying their presuppositions and consequences, and relating their potentialities to research advances. Moreover, it underpins the types of questions that can be addressed and the nature of the evidence that is generated (Saunders, 2007). Therefore, the issue of research methodology is important to any study. The chapter involves the approaches and methods adopted and used for the study.

The research design adopted and the processes involved in conducting the research are presented and discussed in this chapter. Data collection tools and instruments as well as methods of presentation and reporting of findings are also presented. This chapter is relevant to the study because it shows how the research would be conducted to obtain empirical evidence on the field.

3.2 Research design

One of the important components of a methodology is the research design as it provides an overall guidance for the collection and analysis of data of a study. The relevance of a research design stems from its role as a critical link between the theory and argument that informed the research and the empirical data collected (Leedy and Ormrod, 2001).

The researcher used descriptive survey design. The descriptive research approach was used to examine the current condition managerial human relations in basic schools. This helped to determine the correlation between managerial human relations and teacher motivation (Leedy & Ormrod, 2001). Therefore, the researcher's adoption of the descriptive approach to research methodology was important. Descriptive research was used to establish a factual picture of the issue under investigation, whereas explanatory research was used to explain the why and how of the situation. These are features of qualitative and quantitative research.

3.2.1 Approach to the study

In trying to examine the managerial human relations and teacher motivation demands a mixed method approach to combine both qualitative and quantitative methods of research in order to answer the research questions. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. Quantitative research creates meaning through objectivity uncovered in the collected data. What constitutes qualitative research involves purposeful use for describing, explaining, and interpreting collected data. Leedy and Ormrod (2001) alleged that qualitative research is less structured in description because it formulates and builds new theories. Qualitative research is also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2003).

The mixed approach was used to achieve the study objectives because it closes the deficiency gap of one another and therefore the margin of error is also minimal. The

nature of the research objectives posed in chapter one demands the mixed method approach to research. Research objective one which seeks to find out the human relation practices among basic schools demands narrative data (qualitative analysis) to achieve it. The research objective two which assesses the factors influencing human relations requires numerical data (quantitative analysis). Research objective three which looks at the relationships between human relations and teacher motivations requires numerical data to perform statistical analysis such as correlation.

3.3 Population of the study

This study was restricted to teachers and head teachers in the various schools in the municipality. The Municipality has 115 basic schools (excluding pre-school). There are 7 circuits in the municipality. These include Dunkwa East, Dunkwa West, Dunkwa Central, Oponso Kyekyewere, Amofo and Asikuma. The population is therefore about 1500 teachers including the head teachers.

3.4 Sampling size and techniques

The sample size for the study is 110 teachers including the head teachers in basic schools in the municipality. The study used the stratified sampling technique to group the schools according to the circuits. A simple random technique was employed in the study to select the school from each of the circuits. The lottery method was used where the names of the schools in each of the circuits were written on a paper and deposited in a bowl. For each of the circuits, a paper was picked at random from the bowl. The school

that appears was selected. This procedure was used to arrive at ten schools. In each of the schools, ten teachers were selected in addition to the head teachers making a total of 110 teachers. The head teachers in each of the schools were also selected using the purposive sampling technique.

3.6 Data Collection Instruments

Questionnaires and interview guide

Letter of introduction was collected from the department and distributed to the head teachers indicating the date and purpose for the data collection. Primary data is gathered in response to specific research problem through the use of questionnaires, interviews and observations (Neumann, 2006). This study used questionnaires and interview guide to collect data. The questions contain the five point Likert scale (1=strongly disagree and 5=strongly agree). The questionnaire is grouped into three main themes. These are demographic data, human relation practices and relationships on teacher motivation. With questionnaire administration the study prepared set of questions. The questionnaires were self-administered. They were distributed to teachers and three weeks were given to them to respond to the questions. An interview guide was use to conduct interview with the head teachers of the various schools.

The study was guided by two main sources of data namely primary and secondary sources. Primary data was collected from customers and key management staffs of the bank. Data from primary source was used mostly for the analysis. The primary data contributed to the researcher's ability to address the most important issues in the study.

Despite the high cost involved in collecting primary data, reliability, accuracy and relevance are achieved (Kotler & Keller, 2006). Secondary data was collected from the internet. Here, journals, publication and books were consulted to get enough data for the study. Secondary data forms the literature review in chapter two.

3.7 Pilot study

The study conducted a pilot study before the actual data collection was done. This was done to ascertain the reliability of the questions. The questionnaires were given to two teachers from each of the selected schools. The response helped to modify some of the questions to suite the research objectives. It is also important in any study to examine how reliable the data for analysis. According to Joppe (2000), reliability measures the accuracy of data collected. They refer to whether the statistical instrument measures the purpose it is intended to measure. The study took into consideration the characteristics of the respondents, size of the sample, and the type and number of questions to ask since it fulfills the requirements of validity and reliability concepts in research (Joppe, 2000). The reliability test from the Cronbach Alpha was 0.805. This indicates that reliability is achieved in this study.

3.8 Data analysis and procedures

3.8.1 Choice of statistical software

The data collected from the field was edited and collated. The questionnaires were reviewed to correct mistakes and to make the responses consistent. The questionnaires were given codes (such as code 1,2,3,4 etc) written on the first pages of each of them.

The Social Package for Social Sciences (SPSS) version 21 software was used to code the questions in the questionnaires. The software was used to enter all the responses in each of the questionnaires. The SPSS was used to generate frequency tables for the analysis. In addition, the Microsoft Excel software was used to generate charts. The analysis of the data was done to response to the research questions and objectives.

3.8.2 Choice of statistical tool

The paired sample t-test was performed to assess the significant mean difference of response on management by walking around and management by objectives and its relationships with teacher motivation. The guidelines proposed by Cohen (1998:284) for interpreting this value for (.01=small effect; .06=moderate effect; .14=large effect) was used. Also, descriptive statistics such as mean, standard deviations, and percentages were used. The data from the interview guide was analysed thematically where the responses were categorized and explained to support the quantitative results.

3.9 Ethical considerations

During data collection, ethical issue was considered and that helped the researcher to collect data without encountering any difficulties. The consent of every participant was sought before interviews were conducted. The researcher showed his introductory letter and Identification Card to the participants to make them understand that the data would be used purely for academic purpose. The Ghana Education Service was given notices before commencement of the interview. Permission was granted before data collection was done. All these were done to meet ethical conditions in research.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

Data collection from the field is discussed in this chapter. Three objectives are achieved in this chapter. The managerial relation practices in basic schools in the Upper Denkyire East are discussed. Also, the forms of motivation teachers get from their heads are discussed. Again, teachers' perception on managerial human relations and teacher motivations are discussed. The demographic characteristics of teachers have been discussed.

4.2 Demographic characteristics of respondents

Gender of teachers

Table 4.1 shows the demographic characteristics of basic school teachers. These include the gender, ages, educational attainment and the number of years teachers had been teaching. It was revealed that female teachers (54.5%) dominate the sampled teachers in the Upper Denkyire East District. The number of males was about 45.5 percent.

Ages of teachers

As indicated in Table 4.1 it was further revealed that about 39.1% of basic school teachers were between the ages of 26 and 30 years. Also, 18.2% of teachers were between the ages of 41 and 50 years. Again, 17.3% of teachers were between the ages of 41-40 years. This signifies that teachers at basic schools in the district are in the youthful

age. Therefore, it can be argued that basic school teachers in the district are energetic to work effectively in improving the academic performance of pupils. It also implies that majority of teachers have not reached the retirement age and therefore they are potentials for improving the education system. However, this may depend on some factors which include the managerial relations practices by head teachers at the basic schools, the type of motivations available for teachers and the experience of the teacher. These factors may encourage or discourage the teacher to continue to teach or leave the education sector for other job elsewhere.

Table 4.1: Demographic characteristics of teachers

Characteristics	Frequency	Percent
Gender		
Male	50	45.5
Female	60	54.5
Total	110	100.0
Age (years)		
15-20	4	3.6
21-25	17	15.5
26-30	43	39.1
31-40	19	17.3
41-50	20	18.2
51-55	2	1.8
56-60	5	4.5
Total	110	100.0
Educational attainment		
Senior High School	7	6.4
First Degree	58	52.7
Professional certificate	9	8.2
Diploma	36	32.7

Characteristics	Frequency	Percent
Total	110	100.0
Years teachers have taught		
1-2	30	27.3
3-4	31	28.2
5-6	36	32.7
7-8	5	4.5
More than 8	8	7.3
Total		

Source: Field survey, 2016

Educational attainment of teachers

As indicated in Table 4.1 it was found that slightly more than half (52.7%) of teachers had attained first degree education. This is followed by about one-third (32.7%) of teachers that had attained diploma education. Teachers who had attained professional education were 8.2%. Only few of the teachers had attained senior high school. The senior high teachers were pupil teachers who were pursuing diploma programme in the University of Winneba. From the analysis of the educational background of teachers, it can be argued that basic school teacher level of education was high. This is due to the fact that greater proportion of teachers (93.6%) had passed the senior high school and had obtained certificates in diploma, professional programmes and first degrees. From the above statistics, it can be analysed that teachers are knowledgeable in the subject they teach in the district. However, this depends on the adequate number of teaching and learning materials available in the school and the experience of the teacher.

Number of years' teachers has spent in the teaching sector

As indicated in Table 4.1 closer to one-third of teachers (32.7%) had taught for 5 to 6 years in the district. This was followed by about 28 and 27% of teachers who had taught for 3to4 and 1-2 years respectively. The number of years' basic school teachers had spent in the teaching profession indicates that they may have acquired experience in the profession. The experience of teachers is likely to improve teaching and learning in the district if other factors such as good managerial relations and motivations are efficiently provided for teachers.

4.3 Analysis of Research Question One: What is the Human relation practices among basic school administrators

4.3.1 Practice of management by objective by head teachers in basic schools

Teachers were asked to assess the human relation practices head teachers have adopted in basic schools in the Upper Denkyira East Municipality. The Likert scale was used to assess the response of teachers on human relation practices in the school. Likert scale of 1 show that teachers were very less satisfied on human relation practices among head teachers in the district. A scale of 2 means the factor is “less satisfied”, 3 means it is “not satisfied”, 4 means it is “satisfied” and 5 means it is “highly satisfied”. The mean score indicated the average response of the teachers on human relation practices in the school. The study revealed that majority of the teachers (70.9%) mentioned that head teachers involve them in discussions concerning the goals of the school. However, about 13.6% of them did not agree that head teachers involve teachers in discussions on setting school goals. The mean score of 3.53 shows that teachers have accepted that head

teachers perform well in engaging teachers in setting school aims. The involvement of teachers in school goals implies that their effort in achieving those goals is realistic.

Table 4.2: Practice of management by objective by head teachers in basic schools

Practices	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean
1. Head teacher involves teachers in discussion	14 (12.7%)	15 (13.6%)	3 (2.7%)	55 (50.0%)	23 (20.9%)	3.53
2. Head teacher rewards teachers	11 (10.0%)	11 (10.0%)	3 (2.7%)	48 (43.6%)	37 (33.6%)	3.81
3. Head teacher involves teachers in establishing disciplinary policies	1 (.9%)	22 (20.0%)	3 (2.7%)	48 (43.6%)	36 (32.7%)	3.87
4. Head teacher involves teachers in panning structural facility for the school	3 (2.7)	22 (20.0%)	0.00%	64 (58.2%)	21 (19.1%)	3.89
5. Head teacher involves teachers in planning new projects for the school	3 (2.7%)	24 (21.8%)	8 (7.3%)	48 (43.6%)	27 (24.5%)	3.65
6. Head teacher involves teachers in conflict resolution	19 (17.3%)	0.00%	4 (3.6%)	64 (58.2%)	23 (20.9%)	3.83
7. Head teacher ensures transparency of school activities	11 (10.0%)	19 (17.3%)	5 (4.5%)	48 (43.6%)	27 (24.5%)	3.92
8. Head teacher involves teachers in the preparation of SPIP	14 (12.7%)	19 (17.3%)	3 (2.7%)	46 (41.8%)	28 (25.5%)	3.50
8. Head teacher frequently supervise output of work	6 (5.5%)	18 (16.4%)	6 (5.5%)	52 (47.3%)	28 (25.5%)	3.71
9. Head teacher frequently marks	12 (10.9%)	23 (20.9%)	1 (.9%)	49 (44.5%)	25 (22.7%)	3.47

Practices	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean
and discuss lesson notes with teachers						
10. Head teacher ensures frequent organisation of INSERT for teachers	13 (11.8%)	16 (14.5%)	2 (1.8%)	37 (33.6%)	42 (38.2%)	3.72
11. Head teacher frequently organises meetings	12 (10.9%)	0.00%	2 (1.8%)	37 (33.6%)	59 (53.6%)	4.30

Source: Field survey, 2016

As indicated in Table 4.2 the study further revealed that about 43.6% percent of the teachers agreed that head teachers at the basic school give rewards to them. Also, 33.6% of teachers said they strongly agreed that head teachers at the basic school give rewards to them. Nevertheless, only 10% of them disagree that head teachers provide incentives to teachers. The mean score of 3.81 indicates that majority of teachers confirmed that they receive incentives from head teachers. The incentives were given to hard working teachers' base on their involvement in school activities. The teachers confirmed that:

“The head teacher rewards hard working teachers at the end of the term. The reward is based on the punctuality of the teacher to school, the earlier preparation of lesson noted and effectiveness of the teacher to accomplish certain tasks in the school” (Response from Head Teacher 3).

As indicated in Table 4.2 head teachers in the district involved teachers in establishing disciplinary policies in the school. Disciplinary policies seek to instill discipline in pupils, teachers and the community as well. Majority of the teachers 43.6%

agreed that they were involved in decision making on disciplinary actions. Only few of the representing 20 percent said they were not involved in decisions makings. The mean score of 3.81 shows that greater proportion of teachers were involved in drafting disciplinary policies. The implication is that teachers' involvement in disciplinary policies would help them to become discipline. Again, teachers would be likely to prevent any external factors that may cause disturbances in the school. Such an approach used by head teachers can help develop the school academically.

As indicated in Table 4.2 the study also revealed that majority of teachers (58.2%) was involved in school planning and management. However, about 20.0% of the teachers reported that they were not involved in planning in the school. The mean score of 3.89 indicates that teachers agreed that greater proportion of teachers was involved in school planning and management. An interview with some teachers revealed the following statement;

“The head teacher in our school has a planning committee. The committee is made up of about 80 percent of teachers. The committee ensures that the teaching and learning materials are secured. Also, the committee ensures that school infrastructure is taken care off to avoid breakages” (Response from Head Teacher 2).

The response from the teachers shows that they are actively involved in school management and planning and this become a potential for achieving the aspiration of the school. Teachers were also given the opportunity to plan for new projects and this is done by the planning committee in the school. As shown in Table 4.2, 43.6% of teachers

agreed that the committee plan for new projects. An interview with the planning committee members revealed the following;

“The planning committee plans for new projects in the school. At the end of each term, the committee meets and discusses what needs to be done about the school. The decision is put before the head teacher and the other staff for discussion. When a consensus is reached, the financial secretary releases funds to acquire or implement the new project” (Response from Teacher 5, 9 and 12).

As indicated in Table 4.2 it was found that 58.2% of teachers mentioned that they were involved in conflict resolutions. Only 17.3% strongly disagreed that they were not involved in conflict resolutions. The mean score of 3.83 shows that greater proportion of teachers mentioned that they were involved in conflict resolution in the school. This result is supported by some teachers who mentioned that:

“The head teacher has set up a disciplinary committee which handles conflicts between teachers and teachers, teachers and pupils, the school and the community and conflict between teachers and the head teacher. The committee also settles disputes between pupils and teachers”.

The committee performed the above functions so as to ensure that there is peace in the school. A story was told of a teacher who punished a student and he got injured. The student reported to the parents and they came to the school to fight with the teacher. This led to quarrel and conflict between the school and the family of the student. The matter was amicable handled by the disciplinary committee and peace to prevail. This

shows that the effort of head teachers to engage teachers in school management is important for ensuring socio-economic development.

As indicated in Table 4.2 it was found that 43.6% of the teachers said that there is transparency in school documents and activities. However, 17.3% disagreed that teachers reported that head teachers make accounts of internal funds the school spend to them. The mean score of 3.92 shows that teachers agreed that head teachers make accounts to teachers. Interview with some teachers revealed the following assertion:

“The school receives external funds from the Government of Ghana every term. This fund is called the capitation grant. The grant is supposed to be used on school management and the supply of school teaching and learning materials. The head teachers announce the amount the school receives to teachers every term”
(Response from Teacher 23, 1 and 4).

As discussed earlier, after the head teacher withdraw the capitation grant from the school accounts, a spending or expenditure plan is prepared to guide how the funds could be utilised. This plan is called the School Performance Improvement Plan (SPIP). Teachers were asked whether they were involved in the preparation of the SPIP. As indicated in Table 4.2 it was found that 41.8% of teachers agreed that said they were involved in the preparation of the SPIP. Under the normal circumstance, all teachers are supposed to be involved in preparing the SPIP. This is because each teacher is supposed to sign his or her signature before the pan can be approved for the money to be withdrawn from the bank. However, it is a surprised that 17.3% of teachers disagreed that they were not involved in the preparation of the SPIP. This may be attributed to their

unwillingness to participate in the preparation of the SPIP. This is due to the fact that without their signature, it would have been difficult for the head teacher to withdraw the money from the school account. Yet, the mean score of 3.5 shows that majority of teachers were involved in the preparation of the SPIP.

It is one of the main functions of the head teacher to supervise output of work from teachers. Output of work is the number of exercises the teacher as done with the pupils. Teachers were asked if the head teacher frequently supervise exercises. As indicated in Table 4.2 it was 47.3% of teachers agreed that the head teachers supervise their output of work. However, 16.4% of the teachers disagreed that the head teachers frequently supervise output of work. This may depend on the school setting. The management of schools in the rural areas differs from schools in the urban areas. Some teachers reported that:

“In our school, the head teacher, once in every week supervises output of work of teachers. The head teacher has prepared a chart for three terms within the academic year. In each week, he takes records of the number of exercises teachers have given to pupils and write on the chart” (Response from Teacher 12, 3, 6, 5).

According to the Ghana Education Service concept, lesson notes preparation is very important as it guide the teacher to teacher effectively and efficiently. Teachers were asked if the head teacher frequently reviews ad discuss lesson notes with teachers. As indicated in Table 4.2 the results was that 44.5% of the teachers agreed that the head teacher frequently review and discuss lesson note with them. However, 20.9% of them disagreed that the head teachers discuss lesson notes with them. Interview with some

teachers revealed that the head teacher collects lesson notes every Monday morning around 09:00am. The notes are reviewed by the head teacher and any teacher with problems in lesson notes preparation is called for discussion. This may explain why some teachers said that head teachers do not involve them in discussion of their lesson notes. After reviewing the lesson, the head teacher indicates it by ticking on a chart to show that the lesson note for a particular teacher has been submitted and reviewed. After reviewing, the teacher takes it and uses it to teach in the classroom.

As indicated in Table 4.2 38.2% of the teachers strongly agreed that the head teacher frequently organise in-service training for them. However, slightly more than one-fifth (25.3%) of them mentioned that the head teachers do not frequently organise in-service training for them. The organisation of in-service training depends on the type of school and the resources available. Schools with adequate financial resources have the potential for organise frequent in-service training for teachers. The reverse is true for school without adequate financial resources. This is because, for every in-service training teachers should be given sitting allowance and snacks. This is a challenge to most schools and therefore the head teachers do not frequently organise such programmes. The mean score of 3.72 shows that the teachers confirmed that head teachers in the Upper Denkyira East frequently organise in-service programme for teachers. This shows that most of the schools have adequate resources to organise such programmes for the school. The aim of the in-service programme is help teachers to acquire some experience or new methodology for delivering lessons in a chronological manner.

The study also revealed that 53.6% of teachers strongly agreed that head teachers frequently organise meeting with teachers. However, few of the teachers representing

about 11 percent said that head teachers do not frequently organise meetings with teachers. It was further revealed that head teachers at least hold three meetings with teachers before the end of the term. The meeting takes place immediately the school is re-opened from vacation. The next meeting usually takes place during the mid of the term. The third meeting takes place at the closing of the school for vacation. Aside from this, emergency meetings are also held with teachers. At meetings teachers discuss the challenges they face in teaching and learning and ways to improve the school system.

The above analysis has shown that head teachers in the Upper Denkyira Municipal have successfully achieved managerial relation practices. This implies that the school systems in the district are effective because head teachers practice management by objectives which according to Brown and Owusu (2014), organization which fails to adopt management by objective as managerial human relation is at risk to a downward decision-making approach. Again, the problem of lack of commitment on the part of teachers may be minimised. This is because according to Thomson (1998) the lack of participation by employees in an organization impedes the full achievement of goals and objectives which also discourages commitment on the part of employees.

4.3.2 Practice of management by walking around by head teachers in basic schools

Teachers were asked to assess the human relation practices head teachers have adopted in basic schools in the Upper Denkyira East Municipality. The Likert scale was used to assess the response of teachers. Likert scale of 1 show that teachers were very less satisfied on human relation practices among head teachers in the district. A scale of 2 means the factor is “less satisfied”, 3 means it is “not satisfied”, 4 means it is “satisfied”

and 5 means it is “highly satisfied”. Table 4.3 shows the response from teachers concerning the practices heads of schools in the Upper Denkyira East Municipal have adopted on management by walking around. It was found that 53.6% of the teachers agreed that head teachers at the basic schools conduct unaware visits to teachers in the classroom.

Table 4.3: Practice of management by walking around practices by head teachers in basic schools

Practices	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Unawareness visits to class	18 (16.4%)	6 (5.5%)	2 (1.8%)	59 (53.6%)	25 (22.5%)
Uninformed request for lesson notes	21 (19.1%)	22 (20.0%)	6 (5.5%)	48 (43.6%)	13 (11.8%)
Informal meeting in the classroom	6 (5.5%)	31 (28.2%)	0 (0.00%)	55 (50.0%)	18 (16.4%)
Informal calling of teachers from the classroom	12 (10.9%)	20 (18.2%)	9 (8.2%)	47 (42.7%)	22 (20.0%)
Unannounced informal meetings	2 (1.8%)	31 (28.2%)	1 (0.9%)	36 (32.7%)	40 (36.4%)

Source: Field survey, 2016

Only few of the teachers (16.4%) strongly disagreed that the head teachers conduct unaware visits. The mean score of 3.61 indicates that majority of the teachers agreed that head teachers conduct unaware visits to the classroom. An interview with heads of the selected basic schools indicated that head teachers intentionally conduct unaware visits to selected teachers. They do this when it is perceived that a particular teachers’ misbehaves in the classroom. This may be the reason why the 21.9% of teachers

said the head teacher had not visited them without their notice. Though it may be analysed that the unaware visits of heads teachers in the classroom is a strategy to check on teachers to ensure that they deliver in class, according to majority of the teachers, they disagree to that practice. One of the teachers explained that:

“Anytime my head teacher visits me in the classroom without my notice, it rather interrupts teaching and learning. Pupils draw the attention on the head teacher than the lesson itself. I think such practice is not the best to ensure efficiency and effectiveness in teaching and learning” (Response from Teacher 11).

Teachers are aware that they are required to submit their lesson notes the first day of the week. Teachers were asked whether apart from this the head teachers again request for their lesson notes without their notice. It was found that slightly more than half (54.4%) of the teachers mentioned that head teachers often request for their lesson notes without their prior notice. However, 20.0% of them disagreed that head teachers frequently request for their lesson notes without giving them prior notice. An interview with head teachers showed that some teachers, after their lesson notes are reviewed, they send the notes to the house which violates the principles in the Ghana Education Service. This is because teachers are required to teach with their lesson notes so without the lesson notes it is likely that the teacher may use different methodology or teach any things else which would not be beneficial to the pupils. Therefore to ensure that this mistake are not repeated, the head teachers often request for teachers lesson notes without giving prior information. One of the head teachers explained that:

“We can get external officers from the regional office at any time. Also, the supervisory team or the circuit supervisor can visit the school without notices. Therefore, as the head teacher, to avoid embarrassment, I make sure that teachers have their lesson notes with them anytime they are in the classroom. To do this, I often request for their lesson notes without informing them” (Response from Head Teacher 1).

Teachers were asked to respond on whether head teacher frequently conduct informal meetings with teachers in the classroom. As indicated in Table 4.3 50% of the teachers agreed that head teachers organise informal meetings with them in the classroom. However, 28.2% disagreed that head teachers conduct informal meetings in the classroom. An interview with the heads revealed that most often they engage teachers in a conversation in the classroom. This usually happens when the capacity of a teacher to deliver in the classroom is not satisfactory. Head teachers usually visit the classroom and supervise how teachers deliver lessons to pupils. After delivering, head teachers discuss issues with them in the classroom.

Teachers were asked if head teachers usually call them from the classroom to the office without prior information. As indicated in Table 4.3, it was found that 42.7% of teachers agreed that head teachers usually call them from the classroom without their awareness. However, about 18.2% disagreed that head teachers call them from the classroom without giving prior notice. Interview with head teachers showed that sometimes they informally call for some teachers from the classroom. They usually do this when the need arises for them to discuss crucial issues with the teacher. A head teacher further explained that:

“I usually call my assistant for discussion in my office especially, when a visitor from the community comes to visit us. Often times, when there is an emergency issue to discuss, I call some of the teachers for discussions (Response from Head Teacher 3).

Though, informal calling of teachers without their prior notice is a way for head teachers to discuss important issues about the school, teachers were not in support for that practice. A teacher complained that:

“When the head teacher calls me from the classroom, oftentimes, he engages me in a conversation for more than 30 minutes which affects the lesson. I think the two break periods could be used for such informal meetings” (Response from Head Teacher 2).

Following from the discussions above, teachers were asked if head teachers organise unannounced informal meetings with them. As indicated in Table 4.3 it was found that 36.4% of teachers strongly agreed that head teachers usually organise unannounced meetings with them. However, 28.2% of them strongly disagreed that head teachers often organise unannounced meetings with them. The response from the teachers was confirmed by the head teachers. An interview with the head teachers showed that informal meetings are frequently organised with teachers without prior notice. The meeting usually occurs when it becomes very important for them to discuss some important issues.

Head teachers explained that the concept of improving the educational system is not only achieved through teaching and learning but school administration is also

important. Therefore, meetings with teachers are one of the means for ensuring a workable and successful school administration. The impulse of such unannounced meetings is to involve teachers in every discussion which are also forms of motivation. Yet, the teachers were not happy about such a practice from head masters. They complained that if they are not aware of a meeting, it makes it difficult for them to plan very well for the meeting. In such a case, they usually spend much time in the meeting which affects teaching and learning. Frequent meetings take greater proportion of teacher's time therefore affecting teaching and learning.

Teachers were asked to give their views on the type of managerial relations that are mostly adopted and practiced by head teachers in the basic schools. As indicated in Table 4.4, more than half (55.5%) of the teachers mentioned that management by objectives is the dominant human relation management that is mostly practiced by head teachers.

Table 4.4: Teachers response to management relation practice mostly adopted by head teachers

Management relations	Frequency	Percent
Management by Objective	61	55.5
Management by Walking Around	49	44.5
Total	110	100.0

Source: Field survey, 2016

The remaining about 44.5% of the teachers mentioned that management by around is the dominant human relation practice adopted by head teachers at the basic

school level of education. Human relation management practice may depend on the leadership style of the head teachers. It may also depend on the location and nature of the school. Again, it may be depended on the behaviour or attitude of teachers in the school. Head teachers were asked to give their comments on the type of human relation management mostly adopted at the basic schools. As indicated in Table 4.5 it was found that 5 representing 71.4% out of the 7 head teachers mostly adopted management by objective as a human relation management practice at the basic school. The remaining 3 representing 28.6% head teachers mostly adopt the management by walking around.

Table 4.5: Response from head teachers on human relation management mostly practiced

Perception of head teachers at the basic schools	Management by objective	Management by walking around
Head teacher in Dunkwa East circuit	√	
Head teacher in Dunkwa West circuit		√
Head teacher in Dunkwa Central circuit		√
Head teacher in Oponso circuit	√	
Head teacher in Amofo circuit	√	
Head teacher in Kyekyewere circuit	√	
Head teacher in Asikuma circuit	√	
Total	5 (71.4%)	2 (28.6%)

Source: Field survey, 2016

4.4 Analysis of Research Question 2: What type of Motivations is available for basic school teachers

The Likert scale was used to assess the response of teachers. Likert scale of 1 show that teachers were very motivated on motivation they received from the school. A

scale of 2 means the factor is “less motivated”, 3 means it is “not motivated”, 4 means it is “motivated” and 5 means it is “highly motivated”. The mean score indicated the average response of the teachers on the satisfaction of motivation they received from the school. Teachers were asked to give their response on what motivates them in the school. As indicated in Table 4.6 the motivation for teachers at the basic schools in the Upper Denkyira East Municipality is influenced by class size, location of school, availability of Teaching and Learning Materials (TLMs), the school environment, availability of school amenities and availability of transport services.

Table 4.6: Response on motivation available for teachers at basic schools

Motivation	Very less motivated (1)	Less motivated (2)	Not motivated (3)	Somehow motivated (4)	Highly motivated (5)	Mean
Class size	15 (13.6%)	7 (6.4%)	5 (4.5%)	32 (29.1%)	51 (46.4%)	3.88
Location of school	6 (5.5%)	13 (11.8%)	9 (8.2%)	31 (28.2%)	51 (46.4%)	3.98
Availability of TLMs	2 (1.8%)	6 (5.5%)	18 (16.4%)	50 (45.5%)	34 (30.9%)	3.98
School environment	0 (0.00%)	9 (8.2%)	12 (10.9%)	41 (37.3%)	48 (43.6%)	4.05
Availability of school amenities	2 (1.8%)	8 (7.3%)	7 (6.4%)	58 (52.7%)	35 (31.8%)	4.16
Availability of transport services	10 (9.1%)	10 (9.1%)	13 (11.8%)	56 (50.9%)	32 (21.1%)	3.75

Source: Field survey, 2016

As indicated in Table 4.6 it was found that 46.4% of teachers mentioned that they were highly motivated by the size of the classroom. However, 13.6% of them said that they were not motivated by the class size. The mean score of 3.88 shows that the teachers confirmed that class size is a source of motivation to basic school teachers in the Upper Denkyira Municipality. This implies that the classrooms are big enough to accommodate the number of pupils. An interview with the head teachers revealed that a class accommodates an average of 35 pupils. Therefore congestion in the classroom is reduced because the class size meets the minimum conditions provided by the Ghana Education Service. It was also found that the head teacher contributes to making the classroom convenient for teachers. They use the capitation grants to provide classroom tables and chairs as well as cupboards for teachers. Therefore, most of the classrooms had adequate tables and chairs for teachers. Other teaching and learning materials such as textbooks are provided from teachers. Teachers become motivated when head teachers make such effort to improve teaching and learning in the school.

As indicated in Table 4.6 it was found that 46.4% of the teachers mentioned that they were highly satisfied by the location of the school. However, 11.8% of them were less motivated about the location of the school. The mean score of 3.98 indicates that teachers concluded that the location of the school is a source of motivation for teachers. It was found that the head teacher plays important role in making teachers becoming satisfied with the location of the school. For example, with schools in the rural centers where there are transportation problems, the head teacher provides a source of transportation for teachers.

The availability of teaching and learning materials was also identified as a source of motivation for teachers. As indicated in Table 4.6, 45.5% of the teachers were somehow motivated on the availability of teaching and learning materials motivates to help them teach effectively. Also, 30.9% of them were highly motivated about the quantity of teaching and learning materials in the school. However, about 5.5% of them were less satisfied about the availability of teaching and learning materials in the school. It can be deduced from the analysis that the level of motivation of teachers depend some factors. These factors include the type of teaching and learning material, the number or adequacy of the materials and the relevant of the materials to the subjects. Teachers who were not motivated by the availability of teaching and learning materials may be attributed to the fact that they are inadequate in the classroom

The school environment is another factor that could be a source of motivation for teachers. As indicated in Table 4.6, 43.6% of teachers were highly motivated about the school environment. Only about 8.2% mentioned that the school environment is not a source of motivation for them. The mean score of 4.05 shows that the teachers confirmed that school environment is a source of motivation for teachers. Interview with the head teachers revealed that for the school environment to become a source of motivation for teachers, it partly depends on them.

The findings from this study support the theory of motivation. For instance, the Victor Vroom's theory of expectations explains that employees are more motivated to perform better when they are sure that their efforts will lead to a high performance rating. The study has revealed that head teachers motivate teacher to perform better. The expectation theory looks at three factors. These include reward and personal goal, efforts

and performance and performance and reward. The study again revealed that head teachers use rewards to motivate teachers

4.5 Analysis of Research Question Three: What are the Effects of human relations practices on teacher motivation?

The Likert scale was used to assess the response of teachers. Likert scale of 1 show that teachers disagreed strongly that Management by Walking Around affect teacher motivation. A scale of 2 means the teachers disagree, 3 means teachers were undecided, 4 means teachers agreed and 5 means teachers were strongly agreed that Management by Walking Around affect teacher motivation. The mean score indicated the average response of the teachers on Management by Walking Around and the effect on teacher motivation.

4.5.1 Management by walking around and teacher motivations

Teachers were asked how head teachers adoptions of management by walking around motivate them to deliver their lesson effectiveness and efficiency. The teacher agreement to the statement provided in Table 4.7 shows that they are motivated by head teacher's practice of management by walking around. As indicated in Table 4.7, it was found that 47.3% of the teachers agreed that they feel intimidated when the head teacher adopts management by walking around. However, 14.5%of them disagreed they feel intimidated when the head teacher adopts the management by walking around style.

Table 4.7: Response on management by walking around and teacher motivation

Practices	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean
I feel intimidated	12 (10.9%)	16 (14.5%)	2 (1.8%)	52 (47.3%)	28 (25.5%)	3.62
I feel relaxed	17 (15.5%)	37 (33.6%)	1 (.9%)	36 (32.7%)	19 (17.3%)	3.03
I am able to share problems	2 (1.8%)	14 (12.7%)	7 (6.4%)	67 (60.9%)	20 (18.2%)	3.81
I am able to share personal issues	1 (.9%)	15 (13.6%)	6 (5.5%)	52 (47.3%)	36 (32.7%)	3.97
It reduces cumbersome bureaucratic processes	4 (3.6%)	20 (18.2%)	12 (10.9%)	41 (40.9%)	29 (26.4%)	3.68

Source: Field survey, 2016

As indicated in Table 4.7, it was found that 32.7% of the teachers agreed that they feel relaxed when the head teachers practice the management by walking around. In other words, teachers were motivated when the head teacher practices such management style. This is because, through such a practice they get to know that the head teacher does not assume superiority over them but he/she respect them. However, 33.6% of the teachers disagreed that said that they feel relaxed anytime the head teacher adopts the management by walking approach. In other word the teachers were not motivated by the management style.

It was further found that through the management by walking around, some teachers were able to share their personal problems with the head teachers. As indicated in Table 4.7, about 60.9% of the teachers agreed that they were able to share problems with the head teacher when they adopt the management by walking around. However, 12.7% of the teachers disagreed that they shared their personal problems with the head when they adopt the management by walking around practice. This is because they think such a practice is not a formal procedure for them to channel their personal problems to the head teacher so they were not motivated with such a management style.

As indicated in Table 4.7, another finding was that 40.9% of the teachers agreed that the adoption of management by walking around by teachers reduce cumbersome bureaucratic processes. However, 18.2% disagreed that the head teacher's adoption of management by walking around reduces cumbersome bureaucratic processes. The mean score of 3.68 indicates that the teachers confirmed that management by walking around is a source of motivation for teachers.

4.5.2 Analysis Management by objectives and teacher motivation

The Likert scale was used to assess the response of teachers. Likert scale of 1 show that teachers disagreed strongly that Management by Objective affect teacher motivation. A scale of 2 means the teachers disagree, 3 means teachers were undecided, 4 means teachers agreed and 5 means teachers were strongly agreed that Management by Objective affect teacher motivation. The mean score indicated the average response of the teachers on Management by Objective and the effect on teacher motivation (Table 4.8).

Table 4.8: Response on management by objectives and teacher motivation

Practices	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
A form of respect	6(5.5%)	7(6.4%)	2(1.8%)	59(53.6%)	36(32.7%)	4.02
It makes me prepare well to meet him	5(4.5%)	6(5.5%)	4(3.6%)	45(40.9%)	50(45.5%)	4.17
A source of empowerments	1(.9%)	7(6.4%)	4(3.6%)	50(45.5%)	48(43.6%)	4.25
It boosts teacher morale		0(0.00%)	2(1.8%)	62(56.4%)	42(38.2%)	4.31
It increase staff commitment	4(3.6%)	3(2.7%)	3(2.7%)	59(53.6%)	41(37.3%)	4.18
It increases team work	6(5.5%)	5(4.5%)	3(2.7%)	61(55.5%)	35(31.8%)	4.04
It build trust	3(2.7%)	8(7.3%)	3(2.7%)	52(47.3%)	44(40.0%)	4.15
Helps to acquire new skills	1(.9%)	6(5.5%)	5(4.5%)	51(46.4%)	47(42.7%)	4.25

Source: Field survey, 2016

Teachers were asked to give their comments on whether head teachers' adoption of management by objectives is a source of motivation for them. The teacher agreement to the statement provided in Table 4.8 shows that they are motivated by head teacher's practice of management by objective. As shown in Table 4.8, 53.6% of the teachers agreed that when head teachers adopt management by objectives, it shows some respect for them. However, 53.6% of the teachers disagreed that it is not a form of respect for them. The mean score of 4.02 shows that according to the teachers, management by objective is a source of respect for teachers.

As indicated in Table 4.8, it was also found that 45.5% of the teachers strongly agreed that management by objectives makes them prepares well to meet the head teachers. However, about 5.5% strongly disagreed that that management by objective make them prepare well to meet the head teacher. The mean score of 4.17 indicates according to the teachers, management by objectives makes teachers prepare well. This notwithstanding, it was found that 45.5% of the teachers agreed that management by objective is a source of empowerment to teachers. However, 6.4% percent of the teachers disagreed that management by objective empower them. The mean score of 4.25 showed that according to the teachers, management by objective empowers teachers at the basic school to teach effectively. Therefore through the empowerment teachers become motivated.

Moreover, as indicated in Table 4.8, it was found that 56.4% of teachers agreed that that management by objective boost their morale to teach well in the classroom. It also boosts their morale to undertake other co-curricular activities that help the school to develop. However, only few of the teachers (1.8%) mentioned that management by objective do not boost their morale. The mean score of 4.31 shows that according to the teachers, management by objectives motivated teachers therefore it is a source of motivation for them.

As indicated in Table 4.8, it was also found that 53.6% of the teachers agreed that management by objective adopted by head teachers increase staff commitment in the schools. However, about 3.6% of them strongly disagreed that that it increases staff commitment. The mean score of 4.18 shows that according to the teachers, management by objectives increase commitment. It was found that 55.5% of teachers agreed that

management by objectives increase team work among teachers. However, 5.5% strongly disagreed that of them it increases team work. The mean score of 4.04 shows that according to the teachers, management by objective increase team work. The study revealed that 47.3% of the teachers agreed that management by objective helps them to acquire new skills. However, about 7.3% of them disagreed that it helps them to acquire new skills. The mean score of 4.25 shows that according to the teachers, management by objectives assist teacher to acquire new skills. This happens when teachers are well informed of a meeting or any issue before they are called for discussions.

A pair sample t-test was performed to assess the significant difference between teachers response on the type of managerial human relations that is a major source of motivation for teachers. The null hypothesis was that there was no significance difference between managerial human relation and teacher performance. This decision rule was rejected as a significance value of equal to or less than .05.

As indicated in Table 4.9, the results show a statistically significant difference between management by walking around and management by objectives and its relationships with teacher motivation. The significant value as indicated in Table 4.8 is 0.00 which is far less than the specified alpha value of .05. Therefore it can be concluded that there is significant difference in management by walking around and management by objectives and their relationships with teacher motivation.

Table 4.9: Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	S.D	S.E	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Management by walking around – Management by objectives	-.491	1.247	.119	-.727	-.255	-4.129	109	.000

Source: Field survey, 2016

The mean score for response to management by walking around was 3.68. The mean score for response on management by objective was 4.17. This shows a mean difference of .49. Therefore it can be concluded that there was a significant difference in the relationship between management by walking around and management by objectives. This implies that management by objective according to teachers has a stronger relationship with motivation. In other words, it is management by objectives is the major source of motivation to basic school teachers in the Upper Denkyira Municipality.

Table 4.10: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Management by walking around	3.68	110	1.157	.110
	Management by objectives	4.17	110	1.048	.100

Source: Field survey, 2016

Though the results presented above tell us that the difference obtained in the two sets of scores was unlikely to occur by chance, it does not tell us much about the magnitude of the intervention's effect. The effective size was calculated to examine the magnitude of the interventions effect as shown below.

$$\text{Eta squared} = \frac{17.048641}{126.048641}$$

Eta squared = 0.135

Using the guidelines proposed by Cohen (1998:284) for interpreting this value for (.01=small effect; .06=moderate effect; .14=large effect), Eta squared value of 0.135 implies that the model has a large effect. It can therefore be concluded that management by objectives has the largest relationships with teacher motivation.

As discussed earlier, Hinnars (2009) and Mears (2009) have demonstrated that management by walking around is a management practice that is likely to lead to increase productivity and total quality in the management of an organization in contrast to staying glued in a specific office and waiting for employees, or the delivery of feedback reports on what goes on in the organization. This form of benefits is to the advantage of head teachers in basic schools in the Upper Denkyira East Municipality. It is a management practice which is helping the head teachers to make the school administration effective and efficient in achieving teaching and learning. Hinnars (2009) also highlighted that management by walking around motivate subordinates in the sense that it makes them feel they are cared for by managers. This is not the case for basic school teachers in the Upper Denkyira East Municipality. Teachers understand this management practice of head teachers as rather a disruption to teaching and learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is the summary of finding from the results and discussions chapter. The recommendations for the study are given in this chapter. Again, the conclusion to the entire work is given in the chapter.

5.2 Summary of Major Findings

The purpose of this study was to examine the effects of managerial human relations of head teachers on the motivation of teachers in some selected schools in the Upper Denkyire East Municipality. The total population of teachers in the municipality was 1500. Out of this, a sample size of 117 was selected. This was made up of 110 teachers and 7 head teachers. The purposive sampling technique was used to select the head teachers while simple random sampling was used to select the teachers. The data was analysed qualitatively and quantitatively using direct quotes, descriptive statistics and t-test analysis. The following are the summary of findings from the results and discussion chapter.

5.2.1 Human relation practices among basic school administrators

The study revealed two main human relation practices adopted by heads of basic schools in the Upper Denkyira East Municipality. These include management by walking around and management by objective. Under the management by objective, teachers were asked to give their views on the specific activities heads do to show that they practice management by objectives. The study revealed that all the mean score values indicates

that majority of the teachers responded that head teachers practice management by objectives in the basic schools. They mentioned that head teachers perform the following activities;

- Head teachers bring specific goals and measures for discussion during staff meetings.
- Head teachers involve teachers in establishing disciplinary policies
- Head teachers reward teachers for the accomplishment of goals
- Head teachers involve teachers in planning structural facilities for the school
- Head teachers involve teachers for planning new projects for the school.
- Head teachers involve teachers in resolving staff disputes
- Head teachers make things transparent for teachers.
- Head teachers involve teachers in the preparation of SPIP
- Head teachers strictly supervise teacher's output of work.
- Head teachers organise INSET for teachers

The study further revealed that aside management by objective, head teachers also practice management by walking around in the school. It was found that majority of the teachers said that head teachers adopt management by walking around as an approach to shape school administration. It is a form of management practice that is used by head teachers to check on teachers that are lazy in the classroom. Under the management by walking around, teachers were asked to give their views on the specific activities heads do to show that they practice management by walking around. The following were the response.

- Head teachers frequently visits class without my awareness to supervise my teaching
- Head teachers request for lesson notes without prior information.
- Head teachers often call teachers from the class without prior information.
- Head teachers often organises informal meetings without prior information.

5.2.2 Motivation available for teachers in the basic schools

Teachers were asked to give their response on what motivates them in the school. The motivation for teachers at the basic schools in the Upper Denkyira East Municipality is influenced by class size, location of school, availability of Teaching and Learning Materials (TLMs), the school environment, availability of school amenities and availability of transport services. The mean score of 3.88 shows that class size is a source of motivation to basic school teachers in the Upper Denkyira East Municipality. This implies that the classrooms are big enough to accommodate the number of pupils. An interview with the head teachers revealed that a class accommodates an average of 35 pupils. Therefore congestion in the classroom is reduced because the class size meets the minimum conditions provided by the Ghana Education Service. The mean score of 3.98 indicates that the location of the school is a source of motivation for teachers. It was found that the head teacher plays important role in making teachers becoming satisfied with the location of the school.

The level of motivation of teachers depend some factors. These factors include the type of teaching and learning material, the number or adequacy of the materials and the relevant of the materials to the subjects. Teachers who were not motivated by the

availability of teaching and learning materials may be attributed to the fact that they are inadequate in the classroom. The mean score of 4.05 shows that school environment is a source of motivation for teachers. Interview with the head teachers revealed that for the school environment to become a source of motivation for teachers, it partly depends on them.

5.2.3 Effects of human relations practices on teacher motivation

Teachers were asked how head teachers adoptions of management by walking around motivate them to deliver their lesson effectiveness and efficiency. The teacher agreement to the statement shows that they are motivated by head teacher's practice of management by walking around. It was found that through the management by walking around, some teachers were able to share their personal problems with the head teachers. The mean score of 3.68 indicates that management by walking around is a source of motivation for teachers. The mean score of 4.17 indicates that management by objectives makes teachers prepare well. The mean score of 4.25 showed that management by objective empowers teachers at the basic school to teach effectively. Therefore through the empowerment teachers become motivated. The mean score of 4.31 shows that management by objectives motivated teachers therefore it is a source of motivation for them. The mean score of 4.18 shows that management by objectives increase commitment. The mean score of 4.04 shows that management by objective increase team work.

The mean score of 4.25 shows that management by objectives assist teacher to acquire new skills. This happens when teachers are well informed of a meeting or any

issue before they are called for discussions. A pair sample t-test was performed to assess the significant difference between teachers response on the type of managerial human relations that is a major source of motivation for teachers. The mean score for response to management by walking around was 3.68. The mean score for response on management by objective was 4.17. This shows a mean difference of .49. Therefore it can be concluded that there was a significant difference in the relationship between management by walking around and management by objectives. This implies that management by objective according to teachers has a stronger relationship with motivation. In other words, it is management by objectives is the major source of motivation to basic school teachers in the Upper Denkyira East Municipality.

5.3 Conclusions

The study achieved three objectives. The study examined human relation practices among basic school administrators in some selected basic schools in the Upper Denkyira Municipality. It also examined the type of motivation available for teachers in the basic schools in the Upper Denkyira Municipality. Again, it assessed the effects of human relations practices on teacher motivation in some selected basic schools in the Upper Denkyira Municipality. It was found that two types of human relation management were practiced by heads of basic schools in the district. These include management by objectives and management by walking around. It was found that management by objective is the main contributor to enhancing the motivation of teachers.

5.4 Recommendations

The following are the recommendations from the results and discussions.

- The adoption of more management by objectives by head teachers

It was found that management by objectives is the most contributing factor for teacher motivation among basic school teachers in the Upper Denkyira East Municipality. Therefore, it is recommended that head teachers should rather adopt more of management by objective as the best management style in the Municipal.

- Adoption of other incentives to enhance the motivation of teachers

Though the study has revealed that management by objectives contributes largely to teacher motivation in the Upper Denkyira East Municipality, other incentives such as rewards should be given to teachers to motivate them well.

- The committees at the various schools must be strengthened

The study revealed that one of the means head teachers use to motivate teachers is through their involvement in committees. It is recommended that such committees should be strengthened. This can work when the committee members are provided with adequate equipment to work effectively.

- Encouragement of teachers to work effective

The study revealed that not all the teachers in the school were involved in decisions that affect the school. It is therefore recommended that head teachers should encourage all teachers to participate in any decisions so that their motivation would be increased to perform effectively.

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APPENDIX 1

Questionnaire

“MANAGERIAL HUMAN RELATIONS AND TEACHER MOTIVATION: THE PERCEPTION OF STAKEHOLDERS IN UPPER DENKYIRA EAST MUNICIPALITY”

This survey instrument is designed to seek empirical data for the conduct of the above stated purely academic exercise. Your support and co-operation is very much anticipated and your responses will be treated with maximum confidentiality.

DEMOGRAPHIC DATA OF RESPONDENTS

- ***What is your gender?***

- Male
- Female

- ***What is your age?***

- 15-20
- 21-25
- 26-30
- 31-40
- 41-50
- 51-55
- 56-60
- 60 and above

- ***What is your qualification?***

- Secondary/technical/vocational certificate
- First degree certificate



- [] Professional certificate
- [] Diploma certificate
- [] Others (please specify).....

4. How many years have you taught in this school?

- [] 1-2
- [] 3-4
- [] 5-6
- [] 7-8
- [] More than 8

MANAGERIAL RELATION PRACTICES IN BASIC SCHOOLS

5. Please what can you say about the human relation management practices in this school? Please indicate by ticking in the table below.

MANAGEMENT OBJECTIVES	BY	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
My head teacher brings specific goals and measures for discussion during staff meetings						
My head rewards for the accomplishment of goals and this serves as a motivation for me						
I have been involved in establishing disciplinary policies and so I am motivated						
I have been involved in planning structural facilities for the school and this is an incentive to work hard						
I have been involved in planning new projects for the school						
I have been involved in resolving staff disputes						
My head teacher makes things transparent for teachers						

The head teacher involves teachers in the preparation of SPIIP					
The head teacher strictly supervise teachers output of work					
The head teacher kindly marks and discuss lesson notes preparations					
The head teacher organises INSERT for teachers					
The head teacher organises P.T.A meetings to discuss school problems					

6. Please what can you say about the human relation management practices in this school? Please indicate by ticking in the table below.

MANAGEMENT BY WALKING AROUND	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
My head frequently visits my Class without my awareness to supervise my teaching					
My head teacher request for our lesson notes without prior information					
My head teacher walks to my class to hold personal meetings without prior notice					
My head teacher often call me from the class without prior information					
My head teacher often organises informal meetings without prior information					

7. Which of these managerial human relations is predominant by the head teacher in the school?

- a. [] management by objectives
 b. [] management by walking around

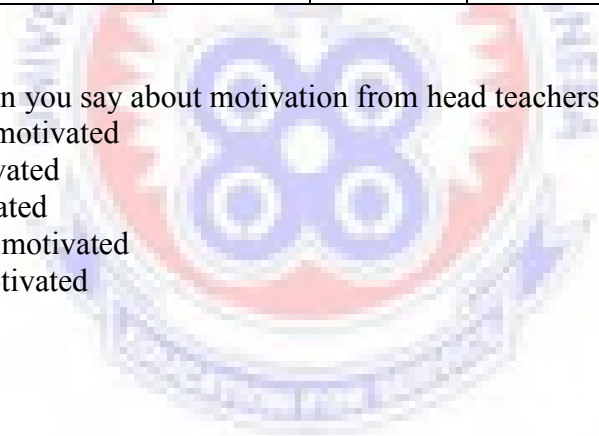
MOTIVATION

8. Please what can you say about the type of motivation in the school? Please provide your answer by ticking in the table below.

Motivation	Very less motivated	Less motivated	Not motivated	Somehow motivated	Highly motivated
Class size					
Location of the school					
Availability of TLMs					
Availability of school amenities					
School environment					
Availability of transport services					
Human relation management by objective					
Human relation management by walking around					

9. Please what can you say about motivation from head teachers in the school?

- a. [] Very less motivated
- b. [] Less motivated
- c. [] Not motivated
- d. [] Somehow motivated
- e. [] Highly motivated



MANAGERIAL HUMAN RELATIONS AND TEACHER MOTIVATIONS

9. Please how do the managerial human relations affect your level of motivation in the school? Please indicate by ticking in the table below.

Management by walking around	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I feel intimidated when I see my head around my class					
I feel relaxed when my head comes to my class to visit me					
I am able to share problems with my head more when he/she comes to visit me in my class					
My head is often curious to know how some topics are taught when he/she visits my class.					
My head often uses informal visits to discuss formal issues with me					
I am able to share personal issues during informal discussions with my head					
My heads informal visits approach reduces the cumbersome bureaucratic procedures					
Management by objectives					
It is a form of respect for teachers					
It makes me prepare well to meet by head teacher					
I am empowered to act as a leader					

It boosts teacher morale					
It increase staff commitment					
It increase team work					
It builds trust in the head teacher					
It helps teachers to acquire new skills					

10. Which of the managerial human relations would you prefer in the school and why?

- a. management by objectives.....
- b. management by walking around.....

11. What can you say about human relation practices in school in general?

- a. strongly ineffective
- b. ineffective
- c. somehow effective
- d. effective
- e. strongly effective

INTERVIEW GUIDE FOR HEAD TEACHERS

1. Please how many years have been in this school as the head teacher?
2. Please describe your relationship with teachers in the school?
3. Please what kind of motivations is available for teachers in the school?
4. Please how do you motivate teachers in the school?
5. Please do you thinks your managerial relations has effects on teacher motivation,