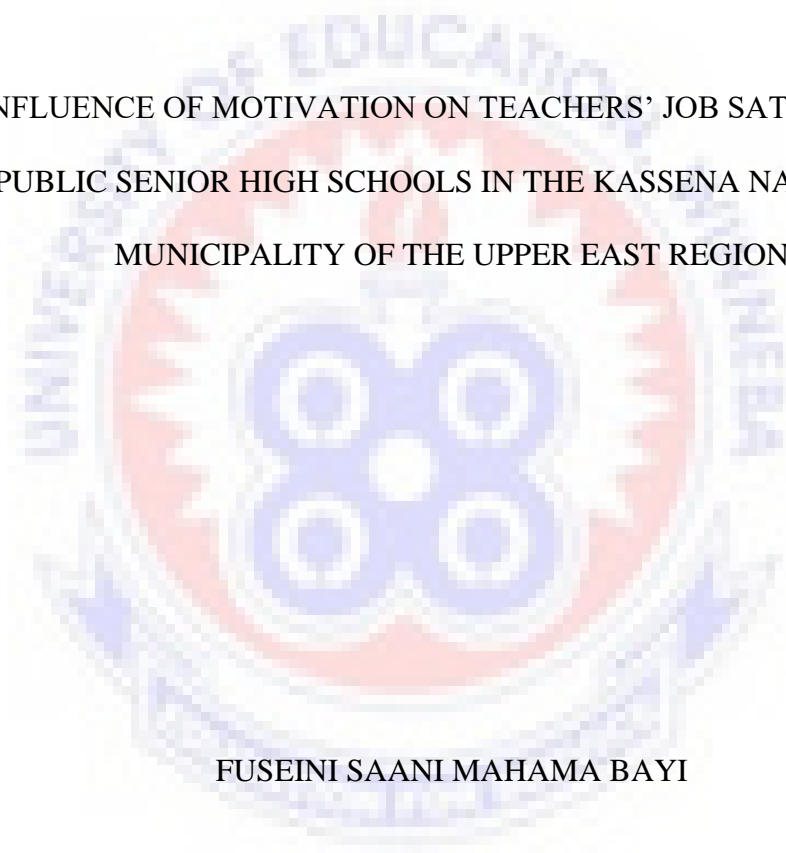


UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF MOTIVATION ON TEACHERS' JOB SATISFACTION IN
PUBLIC SENIOR HIGH SCHOOLS IN THE KASSENA NANKANA
MUNICIPALITY OF THE UPPER EAST REGION



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**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 Master of Arts
(Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, FUSEINI SAANI MAHAMA BAYI, declare that this project report with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is 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 work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE.....

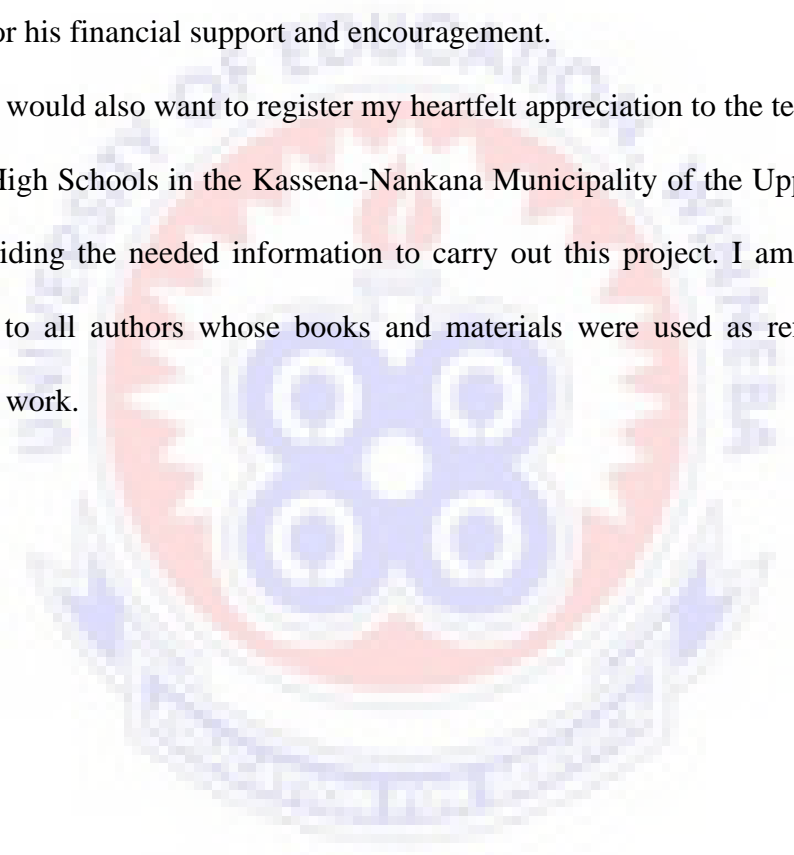
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DEDICATION

This work is dedicated to my lovely children; Barbara Bayi, Rashidatu Bayi, Amjad Bayi and Faaiz Bayi.



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ABSTRACT

The study investigated the influence of motivation on job satisfaction of teachers. The objectives of the study were to find out the overall level of job satisfaction and motivation of teacher. Two research questions and three hypotheses were raised to guide the study. The study employed descriptive survey design. The respondents were selected through purposive sampling technique. A sample of 120 teachers drawn from six senior high schools in the Kassena-Nankama East Municipal was used for the study. Questionnaire was used to collect data for the study. The overall reliability coefficient obtained from the pre-test was .747. Data were analyzed using descriptive statistics such as frequencies and percentages were, means and standard deviations. Pearson product moment correlation coefficient, simple regression and Independent Sample T-test were used to analyze the hypotheses raised. Findings revealed that overall levels of motivation and job satisfaction were high. The study established significant influence of motivation on job satisfaction of teachers. It was therefore, recommended that heads should reinforce the use of motivation and job satisfaction techniques to enable teachers give out their best to students. It was again recommended that there is a continuous need for Ghana Education Service to improve the conditions of service for teachers to gain their satisfaction for the work. Heads should consider issues that affect motivation and job satisfaction of teachers by organizing durbar every academic year during which issues bothering teachers could be welcomed, discussed and managed.

CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers are the pillars of an educational system. The attainment and failure of educational activities depends highly on their job satisfaction and performance. Teachers' instructional decisions and behaviors are likely to influence the well-being and prospect of a nation including the lives of the country's next generation (Keshwar, 2013). Motivation is essential as high motivation improves output which is in the interest of all educational schemes. This explains why organizations have become interested in motivation which leads to job satisfaction of employees with the view of maintaining, retaining and utilizing them to the best of their talents (Seniwoliba, 2013). Motivation is seen as the most important factor and difficult factor to manage (Hafiza, 2011). Ampofo (2012) reiterated that motivation enhances employee satisfaction and describes how content people are with their work.

Seniwoliba (2013) made mention of Ministry of Education in Ghana demands for a very high measure of loyalty, dedication, patriotism, hard work, and commitment from its teachers. Similarly, the role and context of motivational methods cannot be overemphasized because high motivation results in the achievement of organizational performance which is in the interest of educational system.

The magnitude with which teachers are able to motivate students depends on how motivated teachers are (Atkinson, 2000; Bernaus, Wilson, & Gardner, 2009; & Guilloteaux & Dörnyei, 2008). It is in view of these reasons that teachers are to be perceived as skilled workers rather than "cheap" labourers to achieve educational objectives.

The Ghanaian educational system seems to lack the quality it deserves because there are many schools which cannot boast of decent teaching and learning environment. There is enormous pressure on facilities as many teachers and students compete for limited classroom space. Library facilities are hardly found in many of the senior high schools which do not promote effective teaching and learning. The low performance of students is characterized by inadequate teacher motivation, low remuneration and poor condition of service (Nduom, 2012).

The West African Certificate Examination results over the years indicated staggering decline in percentage pass rates despite numerous efforts made by Ministry of Education in conjunction with the private sector, non-governmental organizations and religious bodies and the electronic and print media (Gower, 2010). Several structured and monitoring programmes are put in place to improve the quality and percentage pass rates at the senior high school Certificate (Serrao, 2010).

For any educational system to flourish and achieve its goals, the roles of teachers have to be paramount. This is because teaching is a mass occupation, which account for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). Chisato (2010) posited that mere enthusiasm and good intentions may not be enough to improve the quality of education therefore, the relevance of motivation and job satisfaction is very crucial to the long-term growth of any educational system around the world.

Studies on teacher motivation in education have revealed different factors that motivate and de-motivate teachers, the impact of teacher motivation on teaching, the relationship between teacher motivation and student motivation, the means by which teacher motivation can be increased in various working scenarios (Addison & Brundrett, 2008; Dinha & Scott, 2000; Pelletier, Levesque, & Legault, 2002; RotH, Assor,

Maymon, & Kaplan, 2007; Smither & Robinson, 2003). Research has shown that teachers are unhappy about several issues relating to their profession (Kallaway, 2007; Kelehear, 2004 & Roper, 2007). Teachers are indeed Ghana's human capital therefore, efforts should be made to ensure that teachers are well motivated for their work and experience job satisfaction. It is based on these issues that the study has been designed to investigate motivation and job satisfaction of senior high school teachers in the Kassena Nankana East Municipality of the Upper East Region.

Statement of the Problem

Teacher motivation and job satisfaction are management techniques that promote effectiveness of teachers. Unfortunately, these techniques seem not to be mostly experienced by teachers of senior high schools in the Kassena Nankana East Municipality. An informal discussions with teachers revealed that they seem to experience low motivation and job satisfaction from teaching, yet they are required to deliver lessons up to expectation. Teachers probably do not enjoy good conditions of service and seems to be denied of other fringe benefits in the schools.

Literature shows that motivation and job satisfaction have been major problems for teachers in time past. Ampofo (2012) elaborated that teachers in Ghana have articulated a lot of discontent about the absence of human resource development, unattractive working conditions, compensation and poor human relations in schools. Salifu and Seyram (2013) observed that little attention has been given to teacher motivation that could ensure quality teaching and improved learning outcomes. Ololube (2006) maintained that job satisfaction and motivation are very crucial for the long-term growth of any educational system. The questions that arise are that what is the level of motivation and job satisfaction of senior high school teachers in the Kassena

Nankana Municipality? Is there any relationship between teacher motivation and job satisfaction? There is the need to answer these and other questions.

Objectives of the Study

The objectives of the study were to:

1. find out the overall level of motivation among senior high school teachers in the Kassena Nankana Municipality
2. examine the overall level of job satisfaction among senior high school teachers in the Kassena Nankana Municipality
3. establish statistically significant relationship between senior high school teachers job satisfaction and their motivation in the Kassena Nankana Municipality
4. assess whether there is statistically significant influence of teachers motivation on their job satisfaction in the Kassena Nankana Municipality
5. determine whether there is a statistically significant difference between senior high schoolteachers gender and their motivation in the Kassena Nankana Municipality.

Research Questions

1. What is the overall level of motivation of senior high school teachers in the Kassena Nankana Municipality?
2. What is the overall level of job satisfaction among senior school teachers in the Kassena Nankana Municipality?

Hypotheses Testing

The following hypotheses were tested:

1. H_i : There is a statistically significant relationship between senior high school teachers job satisfaction and motivation.

H_o : There is no a statistically significant relationship between senior high school teachers job satisfaction and their motivation.

2. H_i : There is a statistically significant influence of senior high school teachers motivation on job satisfaction

H_o : There is no statistically significant influence of senior high school teachers motivation on job satisfaction

3. H_i : There is a statistically significant difference between teachers job Satisfaction and gender.

H_o : There is no statistically significant difference between teachers job satisfaction and gender.

Significance of the Study

It is envisaged that the study will be beneficial to a number of people. First and foremost, the results and recommendations from the study will help the Kassena Nankana East Municipal Education Directorate to realize the need to help the teachers to prepare adequately to meet the goals of the schools thereby increasing teacher motivation level.

The study will help Ghana Education Service reinforce policy on teacher motivation and job satisfaction in senior high schools. Future researchers who may conduct similar research will use the information provided as reference material to strengthen their findings. Furthermore, the study will add to existing knowledge on

motivational strategies to enable heads of senior high schools to adequately apply strategies that boost teachers' morale to perform creditably.

Delimitation of the Study

The study was delimited to public senior high schools in the Kassena Nankana Municipality. The study used only teachers. The study focused on motivation and job satisfaction of teachers. Areas such as concept of motivation, types of motivation, importance of motivation, theories of motivation, job satisfaction factors that influence motivation and job satisfaction and relationship between motivation and job satisfaction were covered.

Limitations of the Study

The use of only teachers means that the study was limited to a small sample. Some of the teachers were at first reluctant to fill the questionnaire. Those who agreed to fill the questionnaire left some portions partially unfilled. This might have affected the validity of the research findings. The use of the likert type scale limited the flow of responses. This weakness might have affected the results of the study.

Organization of the Study

The study is organized into five chapters. Chapter one presents background to the study. It entails statement of the problem, objectives of the study, research questions and hypotheses, significance of the study delimitation, limitations and definition of terms. Chapter two, deals with review of related literature. It covers theoretical and empirical literature pertaining to the topic. It also deals with the theories that explain motivation and job satisfaction as well as the relationship between motivation and job

satisfaction of teachers. Chapter three focuses on methodology of the study. It covers the research design, population, sample and sampling techniques, the research instrument, data collection procedure, pilot testing of instrument, data analysis plan and ethical issues. Chapter four deals with presentation of results and discussions. Chapter five summarizes key findings, conclusions, recommendations and suggestions for further studies.

Definition of Terms

Motivation: It is an internal process that makes a person move towards a goal.

Job Satisfaction: A feeling of fulfillment or enjoyment that a person derives from their job.

Satisfaction: A pleasant feeling that you get when you receive something you wanted.

Intrinsic Motivation: Refers to behaviour that is driven by internal rewards

Extrinsic Motivation: Refers to behaviour that is driven by external rewards such as fame, praise, money etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Chapter two reviewed related literature on concept of motivation and job satisfaction, motivation and job satisfaction theories that are important for managers and teachers in the educational sector. Motivation and job satisfaction theories form the basis of this study.

Concept of Motivation

The word ‘motivation’ derives ultimately from the Latin root of ‘movere’ (move) (Kızıltepe, 2008; Steers, Mowday & Shapiro, 2004). According to Kızıltepe (2008), motivation possibly constitutes one of the most investigated areas, particularly in the psychology and education fields. The large number of studies on motivation has led to the emergence of many definitions during the twentieth century (Campbell, 2007; Roos & Eeden, 2008). Malik and Naeem (2009) note the growing number of definitions, but comment that most refer to the notion of promoting enthusiasm to achieve particular goals. Similarly, Robbins (2003) describes employees’ motivation as “the willingness to exert high levels of effort to reach organizational goals, conditioned by the effort’s ability to satisfy some individual need”. Campbell (2007) indicates that motivation is a construct that specifies the direction an individual may follow in their job, and the emotional energy and affective experiences which support or inhibit movement in that direction. Schunk, Pintrich and Meece (2008) support this focus on the direction of an individual’s goals, whereas Ryan and Deci (2000) provide a different perspective, in which they relate motivation to reasons for actions taken by individuals regarding their jobs, which may be attributed to intrinsic or extrinsic factors.

Types of Motivation

There are two types of motivation, Intrinsic and Extrinsic motivation. It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation. Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation (Steyn, 2002). The author defines intrinsic motivation as the internal, subjective judgments that occur within individuals when they complete job related tasks. The said authors aver that intrinsic motivation involves four factors these are impact, competence, meaningfulness, and choice. Impact refers to the degree to which a person's behaviour is perceived as producing the intended effects in the work environment. Competence is the degree to which people believe they can perform a task skillfully. Meaningfulness implies the values of the task goal as judged by the individual's own standards. When individuals experience low degrees of meaningfulness, they feel apprehensive and detached. However the experience of high degrees of meaningfulness will make individuals more committed and involved in task accomplishment (Steyn, 2002).

Extrinsic motivation, by contrast, is viewed as motivation to engage in an activity primarily for the attainment of external goals such as praise, recognition, reward, salary increase and improvement in working conditions (Hugo, 2000). Extrinsic factors have not been found to affect teacher job satisfaction and effectiveness to the same extent as intrinsic factors. (Ololube, 2006) posits that extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by developing teachers' higher level needs, that is, giving teachers greater opportunity, responsibility, authority and autonomy.

Dörnyei and Ushioda (2011) highlight the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. The authors' review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and de-motivating factors emanating from negative influences.

According to Dörnyei and Ushioda (2011), teaching and researching motivation is much inclusive of the persistence and effort with teaching profession which constitutes the second and third dimensions of Sinclair's definition. Therefore, teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors.

Benefits of Motivation

Motivation can be considered as a key factor that can affect people's working conditions. Addison and Brundrett (2008) view motivation as extremely important for both personal and organisational performance. In this regard, Shaari, Yaakub and Hashim (2002) indicate that highly motivated individuals tend to perform well at work and to be more responsible and conscientious. Similarly, Halepota (2005) states that motivation makes employees work better and therefore results in higher productivity, as well as generating higher profits for their organisation.

Singla (2009) summarizes the importance of employee motivation as follows; it: improves performance level, helps to change negative or indifferent attitudes of employees, reduces employee turnover, helps to reduce absenteeism and reduces resistance to change. While Garrett (1999) argues that the complexity of teachers' attitudes and working conditions means that there is no clear explanation of what motivates or de-motivates them, others do attempt such explanations. Moreira, Fox and Sparkes (2002) state that teachers' motivation relates to their keenness and endeavour in carrying out their work and to their willingness to remain in education; dissatisfied teachers may seek alternative options with more attractive prospects for work achievements, career development and quality of life.

Another critical aspect of teachers' motivation to teach is its impact on students' motivation to learn (Jesus & Lens, 2005; Recepoglu, 2013). Thus, Rasheed et al., (2010) emphasise that motivated teachers contribute to the promotion of educational quality and the development of students into good citizens. Bishay (1996) found a positive correlation between teachers' motivation and student's achievements, while Michaelowa (2002) and Otube (2004) report that de-motivated teachers negatively affect the quality of education and students' learning and wellbeing.

According to Jesus and Lens (2005), teachers' motivation is also important for educational reforms, as motivated teachers are able to work towards reforming the educational system. More importantly, motivated teachers can ensure that policy reforms are implemented. Additionally, teachers' motivation is important for their self-satisfaction and to achieve their goals. Therefore, it can be argued that teacher motivation contributes to the long-term success and performance of the educational system (Otube, 2004; Recepoglu, 2013).

It can be concluded that there is an ongoing debate on defining motivation and identifying the factors that motivate employees. However, for the purpose of this study, teachers' motivation refers to the driving force which underpins secondary school teachers' efforts to meet their work goals within the Saudi educational context.

Theories of Motivation

Research on motivation draws on several theoretical perspectives. These perspectives are based on the differing approaches to the origins or sources of motivation, e.g. energy, heredity, learning, social interaction, cognitive processes, activation of motivation, homeostasis, hedonism or growth motivation (Petri, 1996). Baron, Henley, McGibbon and McCarthy (2002), posit that motivation theories are broadly classified into three categories namely needs-based theories, cognitive theories, as well as drive and reinforcement theories.

Needs-based theories are also referred to as content theories since they explain the content of motivation. These theories propose that internal states within individuals energize and direct their behavior. These internal states are referred to as drives, needs or motives. Examples of needs-based theories are Maslow's hierarchy of needs, Herzberg's two-factor theory, McGregor's Theory X and Theory Y, Hackman and Oldham's task enrichment theory and McClelland's learned needs theory.

Cognitive theories focus on cognitive processes such as thoughts, beliefs and values which people use to make choices regarding their behavior at work (Beck, 1983). These theories include the equity theory, goal setting theory and the expectancy theory (Baron et al., 2002).

Maslow's Theory of Motivation

Maslow (1954) came up with the theory of hierarchy of needs. This is grounded on clinical supervision and logic. In this theory of motivation, he emphasized that individuals are motivated to fulfill several different kinds of needs, which are more essential than others. Maslow argued that a satisfied need does not ensure behavior but unsatisfied need. This means that the teacher's behaviour in the classroom is as a result of his needs. In other words, his needs stimulate his behaviour in the classroom in no small measure. Locke et al. (2002), in order to motivate someone, you need to understand what level of the hierarchy that person is and focus on satisfying those needs above that level.

Existence-Relatedness-Growth (ERG) theory

Alderfer (1969) revised Maslow's theory of needs to align more with empirical research (Schultz & Schultz, 1998). Alderfer's ERG theory is an expansion of Maslow's theory, and is based on three needs: existence (physical survival needs), relatedness (social needs) and growth (personal growth and development needs) as illustrated in Figure 2.2. According to the ERG theory, there is more than one need that is in operation at the same time, and that these needs do not occur in a hierarchy, but rather on a continuum (Schultz & Schultz, 1998; Spector, 2003).

ERG Theory

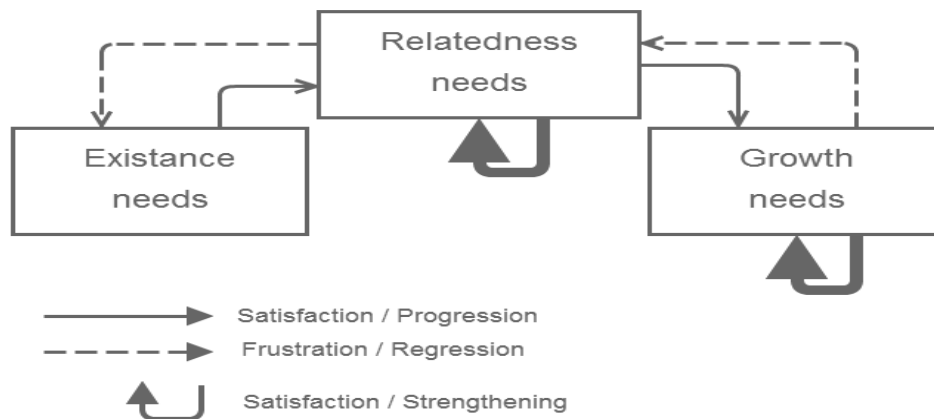


Figure 1: The Existence Relatedness Growth (ERG) theory

Source: Spector (2003)

Maslow believed that a person will persevere to satisfy a need. Alderfer (1969), on the other hand suggested that a person will forego such a need, improvise and refocus attention on a more basic need. At school for example, if teachers cannot find emotional support or recognition on the job (relatedness needs), they may demand higher pay or better health care coverage (existence needs) as compensation for failing to satisfy the other needs (Schultz & Schultz, 1998). Alderfer's ERG theory has intuitive appeal, and is more directly applicable to employee motivation than Maslow's needs hierarchy theory. It has also greater empirical support (Wanous & Zwany, in Schultz & Schultz, 1998).

Herzberg's Theory of Motivation

According to Herzberg, (1957) there are certain extrinsic factors which by their presence do not increase workers satisfaction on the job, but their absence may lead to job dissatisfaction and lower productivity among employees. Such extrinsic job conditions were environmental factors over which the employee has less influence. They include payment, interpersonal relations, organizational policy and

administration, supervision and working conditions. These he called hygiene factors or dissatisfies. The implication of this factor is that it does not only rely on extrinsic rewards for motivating employees for higher production but also incorporates in the job itself those elements that could help motivate employees. Herzberg's theory has made major contributions in focusing attention on jobs redesign for the purpose of making the work more intrinsically satisfying. Hence, Herzberg's theory has been found to be applicable in the field of education in the following ways: Motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivational strategies of all primary schools, which effective principals will use to motivate staff and pupils. Another feature of motivation of teachers is that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Good motivation of teachers is definitely related to morale. In a large organization, high moral is difficult to attain and motivation of teachers is a prime factor in achieving it.

Theory X and Theory Y

Douglas McGregor postulated his motivation theories 'Theory X and Theory Y' in 1960, in his work "The Human Side of Enterprise". According to McGregor (2006), any work environment is characterized by two differing types of employees. His Theory X postulates that people are not keen to accomplish tasks, and hence try to avoid work where possible. Theory X sees people as lacking ambition, avoiding responsibility and striving for security and financial compensation only. Such people are egocentric and not mindful of organizational goals, and hence must be coerced and controlled by punitive measures to perform effectively (McGregor, 2006). By contrast, Theory Y describes workers as keen to discipline themselves in order to successfully

complete the tasks allocated to them. Theory Y describes people as responsible and capable of creative problem solving.

Evidently the workplace is characterized by individuals who exhibit both Type X and Type Y characteristics. Schools are no different. From a management perspective it would appear that Theory X employees would need a manager/leader who displays an autocratic style of management, that is, one who demands compliance for the achievement of organizational goals. According to McGregor (2006), Theory X managers are intolerant, results- and deadline driven, love to issue instructions, do not invite or welcome suggestions, and generally are uncompromising towards indolence and complacency. Theory Y managers, by contrast, subscribe to inclusive, participatory practices, thereby encouraging collegiality and involvement in achieving shared goals (McGregor, 2006).

Cognitive Theories - Equity Theory

Adams (Schultz & Schultz, 1998) postulated the equity theory in 1965. According to this theory, people are motivated if they experience equity or fairness at work. Baron et al. (2002) assert that people make judgments or comparisons between their own inputs at work (e.g. their qualifications, experience and effort) and the outcomes they receive (such as pay and fringe benefits, status and working conditions).

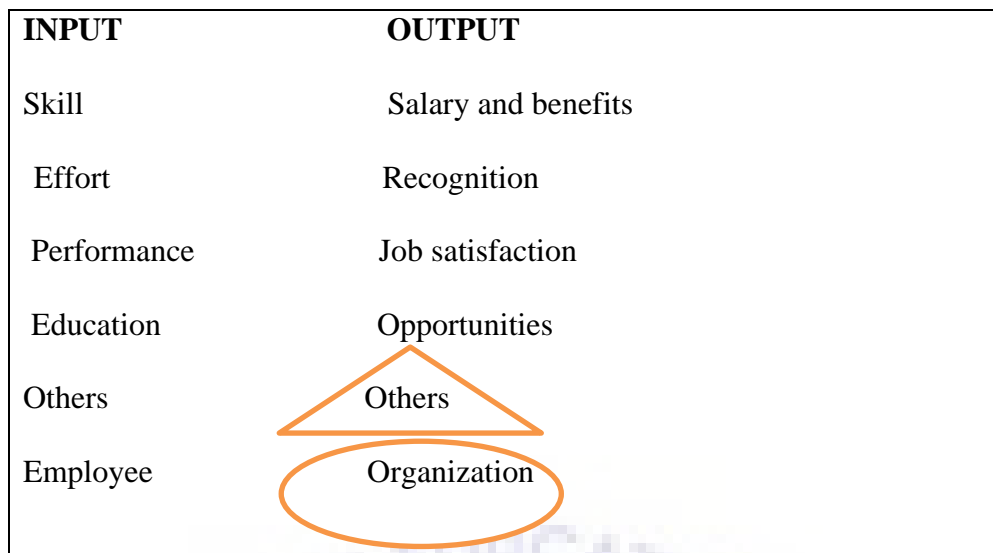


Figure 2: Equity theory

Source: Steyn (2002)

Baron et al. add that if people perceive their inputs to be commensurate with the desired outcomes, then a situation of equity prevails and they are motivated to continue with their work. The converse is also true, i.e. if individuals believe that their efforts are not proportional to expected outcomes, a state of inequity prevails. This leads to tension and people take action designed to bring about a state of equity.

There is also a tendency for employees to compare their own situation with that of others. If they perceive anomalies, discrepancies and/or inconsistencies, they are inclined to react to these to bring about equity. According to the equity theory, perceptions and not facts influence motivation (Steyn, 2002).

More recent theorists have expanded on the equity theory to identify three kinds of employees according to their behavioural response patterns (Huseman; Hatfield; & Miles in Schultz & Schultz, 1998:246). These three types include: Benevolent persons, described as altruistic: they are satisfied when they are under-rewarded compared to co-workers, and feel guilty when they are rewarded or over-rewarded. Equity sensitive persons: they believe that everyone should be rewarded fairly. They feel distressed when they are under-rewarded, and guilty when over-rewarded. Entitled persons: they

believe that everything they receive is their due. They are satisfied only when they are over-rewarded and distressed when they are under-rewarded or equitably rewarded.

In summary, the equity theory has provided the basis for studying motivational implications of perceived unfairness and injustice at the workplace. In the context of this study, the theory states that teachers compare themselves to others with regard to outcomes and inputs at work, and discrepancies in ratios can motivate them to take action. The choice of action may include changing the level of commitment to the organization, changing the rewards from work, or even quitting (Spector, 2008).

Victor Vroom's Theory of Motivation

Vroom's (1964) contributions advanced the expectancy valence theory. He stated that if an employee believes that efficient work will lead to salary increase, he will intensify his effort and work hard. The theory recognizes that people's morale are boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this "Expectancy theory" which emphasizes performance and outcome. Motivation is a function of the expectancy in attaining a certain outcome in performing a certain act multiplied by the value of the outcome for the performance.

Expectancy theory has two outcomes. First, outcome that are highly valued, and have high expectations of being realized will direct a person to make a greater effort in his task. Secondly, outcome with high expectations, which are less highly valued or even disliked will reduce the effort expected. The implication of this theory is that an administration should take cognizance of the relationship of the first and second outcomes and use them to motivate his subordinates.

Concept of Job Satisfaction

This section discusses perspectives on job satisfaction in general, before considering job satisfaction of teachers and importance of job satisfaction. The word ‘satisfaction’ was derived from the Latin *satis* (enough) and *facere* (do or make) Oliver (2010), denotes a feeling of happiness or pleasure because a person has achieved something or obtained what she wanted.

There have been many attempts to define the term ‘job satisfaction’ over the last few decades (Giese & Cote, 2000; Okaro, Eze, & Ohagwu, 2010). One of the more commonly used definitions is that proposed by Locke (1976): “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience” (p.1300).

However, many authors and researchers suggest that there is no clear agreement about the concept of job satisfaction (Bernal, Castel, Navarro, & Torres, 2005; Evans, 1997; Giese & Cote, 2000; Monyatsi, 2012; Oplatka & Mimon, 2008; Zembylas & Papanastasiou, 2004). According to Oplatka and Mimon (2008), “there is no universal definition of the concept of job satisfaction” (p.136). Rhodes, Nevill and Allan (2004) suggest that the endeavour is conceptually problematic, while Evans (1997) views the concept as inherently ambiguous as to whether it refers to circumstances deemed satisfactory or satisfying.

Al-Owaidi (2001) states that there are various interpretations of job satisfaction due to the complexity of the concept, while Okaro et al. (2010) also emphasized that job satisfaction is a complex concept comprising numerous related elements. Moreover, AlAmri (1992) argues that differences in culture, beliefs, values and environment among writers can significantly affect their understanding of the concept. Similarly, the difficulty of defining job satisfaction can be attributed to the use of the term in different contexts and settings, where it can be conceptualised as a need, attitude, feeling or

attribute. These four perspectives are now explored in order to broaden the understanding of job satisfaction.

Some definitions are associated with the concept of individual needs and whether they are being met in the work environment. This view is consistent with the earlier ideas of job satisfaction addressed by Maslow's theory (1954) of hierarchical needs (food, security, social needs, needs for esteem and self-actualization) and the two-factor or motivational-hygiene theory of Herzberg et al. (1957).

From this perspective, Bader (1997) defines job satisfaction as "the degree of satisfaction of the needs of the individual as a result of engaging in that work or occupation" (p.155). Others similarly state that job satisfaction represents the working environment that meets individuals' needs (Tewksbury & Higgins, 2006). However, since such definitions focus on individual needs, it can be argued that they ignore other related factors which may affect satisfaction, such as feelings, attitudes and the job itself.

The second perspective is exemplified by Brayfield and Rothe (1951), who see job satisfaction as "[an] individual's attitude toward his work" (p.307). Numerous academics (e.g. Luthans, 1998; Oshagbemi, 1999; Oplatka & Mimon, 2008; Roelen, Koopmans & Groothoff, 2008) agree that job satisfaction is an attitude. Luthans (1998) defines it as an attitude developed by an individual towards a job and its conditions. Such attitudes may be positive or negative. For example, Vroom (1964) describes job satisfaction as "the positive orientation of an individual towards the work role which he is presently occupying" (p.99). According to Weiss (2002), a positive or negative attitude depends upon the judgement of an individual towards the work environment, while for Akhtar et al. (2010) sees job satisfaction as related to the individual's positive and negative feelings about the job. Ilies and Judge (2004) assert that although job

satisfaction has been defined as an emotional state and it is an attitudinal construct based on one's evaluation of a job.

According to Griffin, Hogan and Lambert (2010), job satisfaction refers to a person's subjective feelings about his work and how satisfied he is with it. In other words, job satisfaction represents the extent to which people like their jobs (Ganai and Ali, 2013; Muchinsky, 2000; Smith, Kendall, & Hulin, 1969). Cranny, Smith and Stone (1992) describe job satisfaction as an affective emotional reaction of individuals to the job they do and the environment in which they work.

Lambert, Hogan and Barton (2002) define job satisfaction as feelings that reflect one's personal needs and whether these are fulfilled. Similarly, Evans (1998) defines job satisfaction as "a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met" (p.12).

From rather different viewpoints, Schultz (1982) states that job satisfaction are "the psychological disposition of people toward their work and this involves a collection of numerous attitudes or feelings" (p.287). This definition appears to centre on the psychological state stemming from people's feelings towards their job. For Oshagbemi (1999), job satisfaction is related to an individual's positive emotional reactions towards his occupation, based on comparing the actual activities carried out by the individual with the desired outcomes.

Individuals usually have a number of tasks they must complete at work. According to Lawler (1973), job satisfaction can be seen as an affective response to particular features or tasks of the job role. Ashour (1988) agrees that stating job satisfaction is more or less the level of gratification that can be attained through the different aspects or components of the job or occupational roles. Finally, Ladebo (2005)

explores job satisfaction in terms of its positive impact and benefits acquired through the various stages of an employee's service, or upon fulfilling certain elements of the job. It can be concluded from the perspectives that the concept of job satisfaction encompasses various aspects of individuals' psychological tendencies and the environmental circumstances in which they work, all of which may contribute to pleasure or positive affect towards one's job.

Teachers Job Satisfaction

In the educational context, according to Lawler (1973), teachers' job satisfaction is linked to the role they fulfill within schools. It is a positive relationship between teachers' desire to teach and what they want from the role, both of which are measured through their perceptions. This is supported by Ho and Au's (2006) assertion that teachers' satisfaction is a combination of what they need from their professional career and what they actually gain from it.

The definitions discussed above show that there are various interpretations of the concept of job satisfaction. Therefore, based upon the research objectives and literature review, this study adopts the following definition: Teachers' job satisfaction refers to general and specific positive feelings and attitudes of secondary school teachers in the Saudi educational context, related to the needs they expect to be met by their job.

Factors that Influence Motivation and Job Satisfaction of Teachers

Several factors play a role in the motivation and job satisfaction of employees at the workplace. As elucidated earlier in the study the constructs 'motivation' and 'job satisfaction' are autonomous and their meanings are mutually exclusive. However, several researchers are of the view that there is a complementary relationship between

the two variables (Evans, 2001). For the purposes of this study, the factors are categorized as demographics and organizational practice factors, and are discussed hereunder. The factors are largely generic and ubiquitous, in the sense that they are applicable to educational and other organizational milieus although the main focus is on Senior High Schools.

Demographic Factors

Demographic factors are those factors that are peculiar to individual employees, and include age, gender, job tenure, occupational level, educational level, personality and perceptions of work. These factors are discussed below.

Research findings of several studies indicate varying degrees of motivation and job satisfaction levels of employees at the workplace. According to Schulze and Steyn (2003), motivation levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between. Possible reasons for this curvilinear pattern, according to studies in the United States and United Kingdom the new incumbents to the fraternity are intrinsically motivated to ‘make their mark’, obtain permanency in the profession, and fulfill their personal aims and ambitions. Being neonates to the profession, their levels of motivation would be high. The levels of motivation, but more so job satisfaction among the more senior employees, that is those with high work tenure, are also high since they are deemed to be happier with the prospect of retiring after serving the fraternity for a lengthy period of time (Spector, 2003).

Research concerning gender as a determinant of motivation and job satisfaction of employees at the workplace is limited (Schulze & Steyn, 2003). Tolbert and Moen (1998) state that men and women attach value to different aspects of the job. Women place greater emphasis on and assign priority to work that provides them with a sense

of accomplishment. According to Hillebr and Schulze and Steyn, (2003), female teachers generally desire amicable relationships with learners, and workloads and working hours that are compatible with their roles as mothers or homemakers. Female teachers deemed as demotivators the following: biased evaluation for merit and for promotion, non-participation in decision-making and an inequitable workload. Many female teachers viewed the voluminous administrative work as unnecessary and demotivating (Schulze & Steyn, 2007).

According to Spector (2003), several studies comparing job satisfaction levels between men and women reveal very small differences. Research by Greenhaus, Parasuraman and Wormley (1990), and Castillo, Conklin and Cano (1999) also found no significant gender differences, even though the distribution of jobs was not the same in their sample for both genders – with men occupying mainly managerial positions and women lower positions such as clerks.

Job tenure refers to the number of years of service an individual has as an employee of an organisation, similar to the demographic factor age. Studies by Schulze and Steyn (2003) and Spector (2003) reveal that there is a curvilinear relationship between job tenure and the levels of motivation and job satisfaction of individuals.

Occupational level refers to the positions that employees hold in the hierarchy of an organisation. According to Clark, Burke and Voster & Bull (2005), men and women who occupy more senior positions in organisations report higher levels of job satisfaction than those who are lower ranked. Robie, Ryan, Schmieder, Parra and Smith (1998) also aver that there is a positive correlation between rank and job satisfaction and that this may be attributed to factors such as better working conditions, higher pay, promotion achievements, supervision, autonomy and responsibility.

Educational level refers to the qualifications that employees hold in relation to the work requirements of their jobs. Research findings differ markedly in respect of the correlation between educational level and job satisfaction of individuals. Research by Bull (2005) reveals findings ranging from no significant relationship between educational level and job satisfaction on the one hand, an inverse relationship between the constructs on the other. An inverse relationship would mean that the higher the educational levels, the lower the job satisfaction (Gazioglu; Tansel & Bull, 2005). The socio-economic status of the school influences the motivation and job satisfaction levels of its teachers and ultimately the achievement levels of learners (Christie, Butler & Potterton, 2007; Smith & Hoy, 2007). Hence by comparison, urban schools are generally more advantaged when compared with their rural and township counterparts.

“Culture” is defined as “the collective programming of the mind which distinguishes the members of one human group from another” (Hofstede in Ng & Yim, 2009). Culture is hence viewed as a phenomenon at the group, institutional, or societal level, even though it has strong relevance for predicting individuals’ behaviours. A school’s culture includes its traditions, rituals, practices, rewards and recognition ceremonies, as well as its disciplinary codes of practice that are generally steeped in its history.

As noted, teaching is generally viewed as one of the top ten tough jobs. The teacher has to perform tasks which are not merely restricted to the classroom. The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Conley & Wooseley, 2000; Cooper, Dewe & O’Driscoll, 2001; Harris & Hartman, 2002). The socio-economically advantaged schools in mainly urban and suburban areas have lower teacher learner ratios as their economic resources allow for the employment of

SGB paid teachers together with teacher aides in classrooms. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners (Phurutse, 2005:14; & Serrao, 2010). The challenges posed to teachers in such schools are often overwhelming and impact negatively on their motivation and job satisfaction.

Autonomy refers to the degree to which teachers are allowed freedom, independence and discretion to perform their duties as they see fit and in accordance with their job descriptions (Atkinson, 2000; Ellis & Bernhardt, 1992). Owens (1995) concurs, and adds that autonomy is the individual's need to participate in making decisions that affect them, to exert influence on controlling the work situation, to have a voice in setting job-related goals, to have authority to make decisions, and attitude to work independently.

The drive and reinforcement theories of motivation emphasize the importance of rewards such as recognition and praise to motivate employees to perform well and sustain good practice (Perrachoine et al., 2008:3; Schulze & Steyn, 2003). Praise and recognition are intangible rewards and teachers feel a sense of self-worth if their endeavours receive recognition and praise. They get intrinsically motivated to maintain their levels of performance (Eimers, 1997 & Evans, 1998).

Relationship between Motivation and Job Satisfaction

Motivation and job satisfaction at the workplace have been comprehensively researched in both private and public sectors of the economy. Both job satisfaction and motivation are vital components of the ethos, culture and climate of organisations as they are crucial to their survival and progress (Sergiovanni & Starratt, 2007). Though motivation and job satisfaction at the workplace are not necessarily conceptually synonymous, there is a causal link between them Peretomode in Ololube (2006). Beck

(2003), Spector (2008) and Sergiovanni and Starratt (2007) aver that job satisfaction is part of the motivational process. While motivation is mainly concerned with goal-directed behaviour, job satisfaction is the fulfilment acquired by experiencing various job activities and rewards. The said authors maintain that an employee may display low motivation from the organization's perspective, yet enjoy every aspect of the job. This state represents high job satisfaction. The converse also holds true. A highly motivated employee may also be dissatisfied (low job satisfaction) with every aspect of his job.

Summary of Literature

The literature indicates that job satisfaction has a potentially significant impact on teachers' retention, performance and wellbeing, physical and mental. Accordingly, educational authorities should understand what satisfies teachers and how they can increase teachers' satisfaction with the job, which the present study attempts to investigate among Kassena Nankana Municipality senior high school teachers. The review shows that most studies exploring teachers' motivation have focused on factors influencing the initial choice of career, while relatively few have investigated the motivation of qualified and practicing teachers. Furthermore, there has been little or no such research in the Saudi context. These gaps have guided the choice of topic in the current study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter outlines the methodology of the study. It gives an account of how the study was carried out to obtain data for the results. The chapter highlights the

research design, population, sampling technique, sample size, instrument, data collection procedure, data analysis, and ethical issues.

Research Design

The present study adopted a descriptive correlational design because the study sought to investigate the relationship between teacher motivation and teacher job satisfaction. The correlation research design is appropriate when researchers are interested in measuring two or more variables and assessing the relationship between them without necessarily determining cause and effect (Jackson, 2008). The strength of using correlation research design is that it is not susceptible to the same types of threats to internal and external validity that affect experimental research (Gyensare & Asare, 2012). Fraenkel et al., (2012) indicated that correlation research results in rich data that is collected from large population. Furthermore, Cohen, Manion and Morrison (2003) indicated that correlational research addresses two basic questions: what is the relationship between two or more variables of interest? And what is the direction and magnitude of the relationship? Consistent with Cohen et al, (2003) the basic questions this study primarily sought to establish was the relationship between motivation and job satisfaction. Subsequently, the direction and magnitude of the relationship between motivation and job satisfaction were also established.

Some weaknesses of correlational research design are that it cannot prove casual relationships. In contrast to experimental research, the researcher has no control over the variable and cannot manipulate the instrument to suit the study.

Bryman and Bell (2007) stated that a research approach can be seen as a general mechanism a study uses to conduct business research. This study employed quantitative research approach. Quantitative research involves gathering data that is absolute, such

as numerical data, so that it can be examined in unbiased manner as much as possible. This type of research is more structured and is based on the measurement of quantity or amount (Castellan, 2010; Creswell, 2009; Kotler & Kettler, 2006). This approach made use of statistical analysis to explain and compare findings. It uses numerical data to obtain information thereby maximizing objectivity (McMillan & Schumacher, 2006). Despite the weaknesses, the researcher considered descriptive correlational survey as most appropriate design in finding out the data on motivation and job satisfaction of teachers of senior high schools in Kassena Nankana Municipality.

Population

The target population of the study included all senior high school teachers in the Kassena Nankana municipality. The accessible population for this study was six senior high school teachers in the Kassena Nankana Municipality of the Upper East Region of Ghana. Statistics from the Municipal Education Office indicated that there are 120 teachers in the six senior high schools.

Sample and Sampling Technique

Purposive sampling was used to select six public senior high schools in the Kassena Nankana municipality. Purposive sampling was used to select teachers who had taught for with all the teachers automatically included as sample for the study. Purposive sampling was used because the respondents were considered to have the requisite information for the study (Fraenkel & Wallen, 2000). In all, 120 teachers constituted the sample size for the study.

Instrumentation

The instrument used for the study was a questionnaire. Questionnaire was used because the study was conducted at educational institutions where all the respondents were literate. The questionnaire was made up of three sections A, B and C. Section A determined demographic data of the teachers and these included gender, age, years of experience, post currently held at school and highest teaching qualification. The items were mostly multiple choice and therefore, likert scale was used. The Likert scale type was used for the rating of the responses because it is easy to construct (Sarantakos, 1998).

Validity

According to Bryman (2012), the most straightforward measure of validity is face validity, which an instrument has when it appears to measure what it is supposed to measure (Cohen et al., 2011; Clark-Carter, 2010; Gall et al., 2007 & Sarantakos, 2013). Face validity was achieved by contacting my supervisor who is an expert in the field of study and found out whether the items could provide the needed information for the study. Content validity is concerned with the contents of the instrument and its complete representation. De Vos and Fouché (1998) contend that for the questionnaire to have content validity, a literature survey covering the full breadth of the theory on the research problem needs to be carried out. Thereafter, representativeness should be reflected by the data collection instrument (questionnaire). Content validity was achieved when the supervisor checked whether the items covered all the research questions and also measured specific construct (construct validity).

Reliability refers to the extent to which the data collection method yields consistent findings if replicated by other researchers (Neville, 2005). According to

McMillan and Schumacher (2010), a good rule of thumb is that reliabilities should be 0.7 and above to be acceptable.

Pre-Testing of Instrument

A pre-test was conducted in Kassena Nankana Municipality using the Cronbach Alpha to determine the reliability of the questionnaire items for the main data. Almost all the items were multiple score and therefore the Cronbach Alpha was considered appropriate to use. Ary, Jacobs and Razavieh said that Cronbach Alpha is used when the items have multiple scores.

From the pre-test, motivation scale obtained alpha level of .693. Job satisfaction scale obtained recorded alpha co-efficient of .706. The overall reliability coefficient obtained from the two scales was .747 which was accepted based on McMillan and Schumacher (2010) rule of thumb that an alpha level of 0.7 and above is acceptable and considered as satisfactory enough for a set of items to form a composite.

Data Collection Procedure

Permission was sought from the heads of the schools before the researcher gained access to the schools for data collection. The heads introduced the researcher to the teachers. The purpose of the study was explained to teachers. The researcher established rapport with the respondents. The researcher availed himself to explain those items which were not clear to respondents. The respondents were assured of confidentiality of responses provided. Three days were given to respondents to respond to the items on the questionnaire. In all two weeks were used for the data collection.

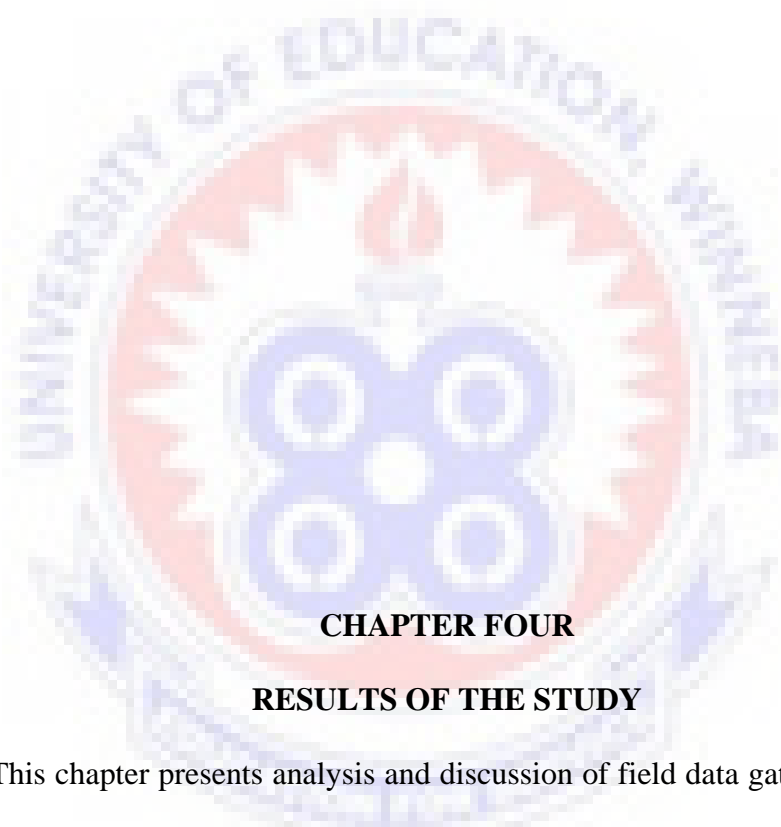
Data Analysis Plan

The researcher edited and coded the data gathered. Data were analyzed with the help of statistical package for service solution (SPSS). Descriptive statistics such as means and standard deviations were used to answer research questions one and two. Pearson product moment correlation coefficient was used to test hypothesis one. Hypothesis two was tested using simple regression analysis. The third hypothesis was also tested using independent sample T-test.

Ethical Issues

Research ethics is the moral values that guide a research (Economic and Social Research Council, 2004) cited in (Gray, 2009). According to Folkman (2000), cited in Ary et al. (2002) privacy is a person's interest to control how others obtain information about him or herself and confidentiality is the right of a researcher to preserve information attained from respondents.

According to Burnham, (2008), research needs to be sensitive to the rights of respondents. Fontana and Fray (2000) identified three areas of ethical concern while administering questionnaires: Informed consent, right to privacy and protection from harm. Due to the ethical guidelines enumerated above, participation was voluntary. All information gathered from respondents were kept confidential and there was no way to trace a particular questionnaire back to any respondent because participants were not provided with the option to add their names or mark the questionnaire in ways that would reveal their identity. Haralambos et al, (2004) postulated that the validity of the data may be reduced when the respondent is unwilling or unable to provide full and accurate replies to questions.



CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents analysis and discussion of field data gathered on teacher motivation and job satisfaction in senior high schools of Kassana Nankana Municipality. The purpose of the study was to find out the influence of motivation on job satisfaction of senior high schools teachers. 120 teachers were selected through the use of purposive sampling. Questionnaire was the main data gathering instrument. Pearson product correlation coefficient, independent sample T-test, means and standard deviations, percentages and frequencies were the statistical tools used to analyzed data with the help of statistical product and service solution (SPSS). The first section was

the discussion of personal data of teachers. The second section of the analysis was the discussion of main data guided by two research questions and three hypotheses.

The research has been grouped under five main sections. These are:

1. Biographic data of respondents
2. motivation
3. job satisfaction
4. correlation analysis
5. regression analysis
6. t-test analysis

Biographic Data of Respondents

As part of the study, some biographic data is sought from the respondents. These included age, gender, educational and occupational backgrounds. Relevant aspects of the data are presented and analyzed in the tables and charts below;

Table 1: Gender of Respondent

	Frequency	Percentage (%)
Male	100	83.3
Female	20	16.7
Total	120	100

Source: Field Data, 2018

From the statistics presented in table 1, it is clear that 100 respondents representing 83.3% of the respondents are males and the remaining 16.7% are females, more than half of the respondents are mainly males.

Table 2: Age of Respondents

	Frequency	Percentage (%)
25-35 years	51	42.5

36-45 years	52	43.3
46-55 years	15	12.5
51 and above	2	1.7
Total	120	100

Source: Field Data, 2018

An analysis of the age distribution revealed that 42.5% of the respondents were of the age of 25-35 years, 43.3% are between 36 and 45 years, 12.5% are between 46 and 45 years while 1.7% was between the ages of 51 years and above.

Table 3: Teaching Experience

Experience	Frequency	Percentage (%)
Less than 1 years	9	7.5
1-5 years	15	12.5
6-10 years	34	28.3
11-15 years	17	22.5
16 – 20 years	21	17.5
21 and above	14	11.7
Total	120	100

Source: Field Data, 2018

Table 3 highlights the number of years respondents have been in the teaching field. 7.5% of respondents said they worked in the teaching sector for less than a year, 12.5% of the respondents said their work experience ranges between 1-5 years in the Ghana Education Service, 28.3% of them had 5-10 years of work experience in the

teaching profession, 22.5% of the respondents were with 11-15 years of experience, while 17.5% of the respondents taught for 16-20 years and lastly another 11.7% had the most experienced. This indicates that majority of the respondents have 6-15 years of teaching experience.

Table 4: Current position held

	Frequency	Percentage (%)
Form master	76	63.3
Department head	19	15.8
House master	15	12.5
Senior house master	8	6.0
Assistant headmaster	2	1.7
Total	120	100

Source: Field Data, 2018.

Table 4 depicts the positions respondents hold currently in their schools. From the respondents, the majority who were 63.3% respondents were form masters, 15.8% of the respondents were departmental heads, 12.3% of them said they were housemasters, 6% of them were senior house masters and the least is 1.7% who were assistant headmasters.

Table 5: Highest Teaching Qualification

	Frequency	Percentage (%)
Cert A teaching certificate	2	1.7
Diploma certificate	4	3.3
Higher National Diploma	3	2.5
Bachelor Degree	91	75.8
Masters Degree	19	15.8
Other	1	.8
Total	120	100

Source: Field Data, 2018.

With regard to highest qualification of respondents, 1.7% of them were with certificate A teaching certificate, 3.3% of them were Diploma certificate holders, 2.5% of the respondents were higher national Diploma holders, 75.8% of them responded that they had Bachelor certificates and 15.8% had second degree. Impressively, the majority of the respondents have progressively higher education. This is a good sign of improvement of the production rate in education in the near future.

Analysis of Main Data

This section deals with analysis and discussion of responses on level of motivation and job satisfaction of teachers in senior high schools in the Kassana Nankana Municipality. Each respondent chose from a three point likert type scale to rate the frequency with which they are motivated and satisfied with their work. The ratings are: 1 (disagree), 2 (uncertain) and 3 (agree).

Research Question 1: What is the level of teacher motivation in the senior high schools in the Kassana Nankana Municipality?

Answer to research question one was sought by calculating the means of the responses and comparing these means with the sample means scores. The mean scores calculated were used to determine motivation level of teachers. The norm for the motivation scale is interpreted as follows: 1.0 -very low, 1.1 -2.0 - low, 2.1 -3.0 – high (Mensah, 2006).

Table 6: Overall Level of Motivation

Items	Mean score	Standard Deviation	Sample mean Rating
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Teaching allows me to perform valuable service	2.82	.508	2.48
My job gives me opportunity to help students gain sense of achievement	2.85	.496	2.48
Teaching has provided constant updating of profession of knowledge	2.84	.502	2.48
I feel personal calling teaching	2.32	.745	2.48
Table 6 continued.			
I am able to do things in creative manner	2.58	.680	2.48
There are opportunities for career advancement	2.20	.681	2.48
I have a conducive physical working environment	1.65	.795	2.48
Parents support and encourage teachers	1.95	.838	2.48
I have the opportunity to interact with colleagues	2.86	.455	2.48

Source: Field Data, 2018.

N=120

Sample Mean Rating =2.48

Results in Table 6 provided the overall motivation level of teachers in the various senior high schools. Teachers rated themselves high in the following areas: opportunity to interact with students had the highest mean score of 2.86, and standard deviation of .608, followed by opportunity to help students gain sense of achievement (M= 2.85, SD=.496), constant update of professional knowledge (M= 2.84, SD=.502), performing valuable service (M=2.82, SD=.508), conducive working physical environment (M=2.68, SD=.796), doing things in creative manner (M= 2.58, SD=.681), feeling personal calling for teaching (M= 2.32, SD=.745) and parents support and encourage teachers, (M= 2.54, SD=.839).

The sample mean score of 2.48 for overall motivation level indicated that teachers have a high level of motivation. This is because even though the mean score of “the feeling for personal calling” (M= 2.32, SD=.745) which was below the sample mean score indicated a high level of motivation based on the norm stated earlier. However, “opportunities for career advancement” (M= 2.00, SD= .79523), parents

support and encourage teachers ($M=1.95$, $SD=.838$) and conducive physical working environment ($M= 1.65$, $SD= .795$) respectively were rated low on motivation scale. This implies that teachers seem not to be motivated in ‘‘opportunity for career advancement and doing things in creative manner’’. It could be concluded that the level of teacher motivation is high in the senior high schools in the Kassena Nankana Municipality. The finding is in agreement. With Steyn’s (2002) assertion that high degree of motivation makes individuals more committed and involved in task accomplishment. The finding is in line with Shoaib et al., s (2000) statement that employee rewards are very important since they have lasting impression on employee and continue to sustain them.

Research Question 2: What is the overall level of teacher job satisfaction in Senior High School?

Answer to research question 2 was sought by calculating the means of responses and comparing these means with the norm and sample mean score. The means calculated were used to determine job satisfaction level of teachers. The norm on job satisfaction scale is interpreted as follows: 1.0 - very low, 1.1 - 2.0 low, 2.1 -3.0 high (Mensah, 2006).

Table 7: Overall Job Satisfaction Level of Teachers

Items	Mean Score	Standard Deviation	Sample mean Score
Rules and procedures are clear	2.35	.847	2.11
I feel my job is meaningful	1.57	.796	2.11
My head is fair to me	1.33	.596	2.11
My head shows interest in the feelings of teachers	1.49	.710	2.11

There are rewards for teachers	2.37	.788	2.11
I have high teaching load	2.52	.799	2.11
Colleagues in my department are sociable	2.75	.589	2.11
I am aware of whatever is happening in the School	1.88	.862	2.11
My efforts are rewarded the way they should	2.45	.765	2.11
Work assignments are fully explained	1.53	.755	2.11

Source: Field Data, 2018. Sample Mean Score = 2.11

Table 7 indicated that “colleagues are sociable” had the highest overall satisfaction score of 2.75 with the associated standard deviation of .589; followed by high teaching load with 2.52 mean; efforts are rewarded the way they should had 2.45 mean; there are rewards for teachers had 2.37 mean and rules and procedures are clear had 2.35 mean. The results mean that teachers rated themselves high in these areas. This implies that there is good relationship between staff members, teachers and this will promote good atmosphere to enhance effective collaboration of teaching. Teachers rated themselves low on statements such as ‘I am aware of whatever is happening in the school’ had a low mean of 1.88; followed by ‘I feel my job is meaningful’ with 1.57 mean; ‘work assignments are fully explained’ had 1.53 mean; ‘my head shows interest in the feelings of teachers’ had 1.49 and ‘my school head is fair to me’ with the least satisfaction score of 1.33.

The sample mean score of 2.11 for overall job satisfaction showed that teachers have high level job satisfaction in the senior high schools. Findings from Table 7 revealed that teachers were satisfied with ‘cordial relationship they received from colleagues, rewarding efforts the way they should be and clear rules and procedures in

the schools. In addition, findings showed that teachers were satisfied with ‘the feeling for meaningful job, feeling of being informed of what happens in the school, provision of explanation for work assignments, showing interest in the feeling of teachers and fairness they received from heads’. It was evident from the findings that overall job satisfaction of teachers was high in the senior high schools. The finding implies that teachers would participate fully in the activities in the schools and their performance will be high because they have high level of performance. Teachers would show positive attitude towards teaching activities. The finding is in consonance with Anitha (2011) finding that satisfaction level of employees was based on the working conditions. Kabir’s (2001) study revealed that good work environment increases job satisfaction of employees.

Hypothesis Testing

Hypothesis 1:

There is statistically significant relationship between teacher motivation and job satisfaction

This hypothesis was addressed by analyzing teachers motivation identified as independent variable and job satisfaction as dependent variable. Pearson product-moment correlation coefficient was computed to assess the relationship between motivation measured motivation scale and satisfaction measured on job satisfaction scale. Table 8 presents the details.

Table 8: Correlation Matrix between motivation and job satisfaction

		Total motivation	Total satisfaction
Total motivation	Pearson Correlation	1	-.324**
	Sig. (2-tailed)		.000
	N	120	120

Total satisfaction	Pearson Correlation	-.324**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

Results from Table 9 showed an inverse (negative) relationship between motivation and job satisfaction. At the alpha level of .01, motivation correlated with job satisfaction at a moderate correlation coefficient ($r = -.324$). The significance level (.000) was lower than alpha level .01 ($r = -.324, n = 120, p \leq .01$). There was a moderate, negative and statistically relationship between motivation and job satisfaction. The result indicates that teacher motivation is related to job satisfaction of teachers. This suggests that teachers will give out their best and help the school to achieve its goal. Therefore, the alternate hypothesis was accepted because there was enough evidence to evidence to support the claim that statistically significant relationship existed between motivation and job satisfaction of teachers. The finding is in support of Adeyinka (2007) finding that significant relationship existed between job satisfaction and perceived motivation of employees.

Hypothesis 2: There is statistically significant influence of senior high school teachers motivation on job satisfaction

The hypothesis was tested using simple regression to analyze the influence of teachers motivation identified as independent variable on their job satisfaction as dependent variable. Table 9 provides the details.

Table 9: Model Summary

Model	R	R ²	Adjusted R ²	R ² change	Std Error	F change	Sig
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1	.324 ^a	.105	.098	.105	3.02594	13.856	.000
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a. Predictors: (Constant), Motivation

b. Dependent Variable: Job satisfaction

From Table 9, in the model summary, R^2 of .105 indicated that 10.5% of the variance in overall job satisfaction was accounted for by teacher motivation. The F change of 13.856, degrees of freedom 1 and significance level of .000 showed that the model was significant. ANOVA test on regression analysis of motivation and job satisfaction variables was further analyzed. Details are provided in Table 10.

Table 10: ANOVA Results of motivation and job satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	126.871	1	126.871	13.856	.000b
	Residual	1080.448	118	9.156		
	Total	1207.319	119			

a. Dependent Variable: Total satisfaction

b. Predictors: (Constant), total motivation

Output from ANOVA test showed that the value of F statistics was 13.856 and degree of freedom has 119 groups. The significance value was .000 which was well below .01. The test showed that the model as a whole which included both dependent and independent variables was significant at .01 ($F(1, 118) = 13.856, P \leq .01$). It could be concluded that motivation has effect on teacher job satisfaction. Teacher job satisfaction significantly improves when is applied.



Table 11: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta	T		Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
	(Constant)	25.902	1.914			13.536	.000	22.112	29.691			
1 total motivation	-.285	.077	-.324	-3.722	.000	-.437	-.133	-.324	-.324	-.324	1.000	1.000

a. Dependent Variable : Job satisfaction

b. Independent Variable: Motivation

The predictor was determined by using simple regression analysis with significance level of .000, was indicated in Table that the coefficient of teacher motivation (-.324) was significant.

The regression equation is given as:

$Y=C+BX=E$, where

Y=Job satisfaction

C=constant

X=Motivation

E=Error margin

The row score linear equation model from the unstandardized coefficients SPSS output in Table 11 is given as $Y = 25.902 + .324x = E$. This equation means motivation could be used to predict overall satisfaction. The 't' 37.22 level was significant at .01 level. That is, the coefficients of x_1 has effect on the regression equation.

The research sought to find out whether motivation is the best predictor of job satisfaction. In the model, it was found that motivation best predicted of job satisfaction. The single largest Beta coefficient -324, at the significance level of .000 for motivation. Therefore, the hypothesis that there is statistically significant influence of teacher motivation on job satisfaction was retained since there is evidence to support the claim of alternate hypothesis. The finding is in agreement with Dinham and Scott's (2000) conclusion that motivation has influence on teacher job satisfaction.

Hypothesis 3:

There is statistically significant difference between gender and job satisfaction

A t-test was conducted between gender of respondents and their job satisfaction. The analyzed information was to find out whether significance difference exists between these two variables. Table 12 presents the results.

Table 12: Results on T-test Analysis of gender and job satisfaction

Gender	N	Mean	Standard Deviation	T- value	Df	P
Instructional practices						
Male	100	24.7891	.58573	.535	118	.594
Female	20	24.3136	3.85689			

Source: Field data, 2018.

* $p \geq .05$ level

An independent-sample t-test was conducted to compare job satisfaction scores for male and female teachers. This test whether the variances of the scores for the two groups are the same. The assumption of equal variance was not violated since the significance level (.594) was more than .05 alpha level ($p > .05$). In the output presented above, the significance level (2-tailed) of Levene's test obtained was .594. This value was above the required cut-off of .05. This shows that the variances for the two groups were the same, ($M=24.7891$, $SD=3.58573$): $t(118) = .535$, $p=.594$, two-tailed). The magnitude of the differences in the means (mean difference) = .958 at 95% confidence interval from -1.28570 to 2.23661 was small. It could be concluded that there was no statistically significant difference in the mean scores of job satisfaction for male and female teachers. Therefore, the alternate hypothesis was rejected because there is no evidence to support the claim that there is statistically significant difference between gender of respondents and job satisfaction. The finding is not in agreement with Mehta's (2012) finding that significant difference existed between level of job satisfaction and gender of teachers.

Summary of Results

In summary, this chapter has provided answers to two research questions and three hypotheses. Findings revealed that teachers have high level of motivation. It was also found that teacher job satisfaction level was high. The study established statistically significant relationship between motivation and job satisfaction of teachers. Findings revealed that teacher motivation predicted teacher job satisfaction. The study found no significant difference between gender and job satisfaction.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study sought to find out the overall levels of job satisfaction and motivation of teacher. The study investigated the influence of motivation on job satisfaction of teachers. Two research questions were raised to guide the study. Three hypotheses were formulated to test relationship, effect and difference between motivation and teacher job satisfaction.

The study employed descriptive survey design. The respondents were selected through purposive sampling technique. A sample of 120 teachers drawn from senior high schools in the Kassena-Nankana East Municipal was used for the study. Questionnaire was used to collect data for the study. Likert type scale was used for the questionnaire items. The overall reliability coefficient obtained from the pre-test was .747.

Frequencies and percentages were calculated for the biographic data. Means and standard deviations were calculated to determine the overall motivation level and job satisfaction level of teachers. Pearson correlation was tested to determine relationship if any, between motivation and job satisfaction of teachers. Simple regression analysis was tested to determine influence of motivation and job satisfaction. Independent sample T-test was conducted to establish difference between teacher job satisfaction and gender.

Summary of Key Findings

The following findings emerged from the study:

1. The study revealed that teacher motivation was high in the schools. Aspects of the motivation included opportunity to interact with students, helping students to gain sense of achievement, constant update of professional knowledge, performing valuable service, parents support teachers and working in conducive environment
2. Aspects of motivation which were rated low included opportunity for career advancement, doing things in creative manner and provision of good physical environment.
3. Teacher job satisfaction was found to be high in the schools in the Kassena-Nankama East Municipal. Areas of job satisfaction included cordial relationship with colleagues, rewarding efforts, clear rules and regulations, rewards for teachers and high teaching work load.
Areas which were rated low included being informed of what happens in the school, explanation of assignment, showing interest in the feeling of teachers, feeling that job is there is fairness on the part of the head.
4. Findings indicated a moderate, significant and inverse relationship between job satisfaction and motivation of teachers.
5. There was statistically significant influence of motivation on job satisfaction of teachers.
6. The study found no significant difference between gender and job satisfaction of teachers.

Conclusions

Based on the findings of the study, a number of conclusions are drawn:

The obvious conclusion is that both motivation and teacher job satisfaction were rated high. This shows that motivation leads to job satisfaction. It could be concluded that with the provision of adequate and regular motivation, teachers become satisfied with the work and show greater commitment to teaching and help the school to achieve its targets.

It could again be concluded that motivation is related to job satisfaction. This implies that motivation is important in order to ensure high job satisfaction. It could be said that the frequency in providing motivation to teachers has adverse effect on performance of teachers and this leads to realization of the overall goals of the schools.

The significant influence of motivation on teacher job satisfaction shows that effective application of motivation techniques cannot be ignored since it results to high teaching performance in senior high schools. Hence, heads should deal with this variable with all seriousness for high academic achievement. It could thus, be concluded that job satisfaction depends on motivation for effective teaching and learning to be achieved.

The non-significant difference between gender of teachers and their motivation shows that male teachers as well as their females have the same motivation level. It could be concluded that gender is not an issues in motivation and it cannot be used to determine motivation level of teachers.

Recommendations

From the findings of the study, the following recommendations are made:

1. The study revealed that teachers experienced high motivation level. It is recommended that heads should reinforce the use of motivation techniques to enable teachers give out their best to students.
2. Findings indicated that teachers job satisfaction level was found to be high in senior high schools. It is therefore recommended that there is a continuous need for G.E.S to improve the conditions of service for teachers. Heads should identify areas regarding teachers work that demand urgent attention and provide remedy to make the school environment teacher friendly.
3. The findings of the study showed that teacher motivation was related to their job satisfaction. It is recommended that heads need to pay attention to any given situation regarding these two variables in order to enhance effective teaching learning
4. Heads should consider issues that affect satisfaction of teachers by organizing durbar every academic year during which issues bothering teachers could be welcomed, discussed and managed.
5. Gender was not an issue in teacher job satisfaction therefore; heads should give equal chance for male and female teachers when administering rewards in the school.

Suggestions for Further Studies

The study was conducted in public senior high schools in Kasana-Nankana Municipality. It is suggested that future study should be carried out in private senior high schools in the Kasana-Nankana Municipality.

It is again suggested that the study should be replicated in senior high schools in other regions to either refute or confirm the findings of this study.



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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks information on the motivation and job satisfaction of secondary school teachers. The data gathered from this questionnaire is for research

06	Teaching allows me to perform a valuable service of moral worth	1	2	3
07	My job gives me an opportunity to help students gain a sense of achievement and self-worth	1	2	3
08	Teaching has provided constant updating of my professional knowledge	1	2	3
09	I feel personal “calling” to teaching	1	2	3
10	I am able to do things in a creative manner	1	2	3
11	There are opportunities for career advancements	1	2	3
12	I have a conducive physical working environment at the school (e.g. resources and infrastructure)	1	2	3
13	Parents in this school support and encourage teachers	1	2	3
14	I enjoy the opportunity I have to interact with colleagues	1	2	3
15	I am motivated by the interpersonal skills of the head	1	2	3
16	It is worthwhile seeing students achieve and making progress	1	2	3

Section C: Job Satisfaction

The following statements are used to describe your satisfaction of the job. Please, indicate whether you agree or disagree with the statement by circling the number for each statement that reflects your opinion about it. The interpretation of the scale is as follows.

S/N	Items	Disagree	Uncertain	Agree
17	Rules and procedures are clear	1	2	3
18	I sometimes feel my job is meaningful	1	2	3
19	The school head is unfair to me	1	2	3
20	The head shows interest in the feelings of teachers	1	2	3
21	There are rewards for teachers	1	2	3
22	I have high overload of work	1	2	3
23	The colleagues in my department are sociable	1	2	3
24	I am aware of whatever is happening in my school	1	2	3
25	My efforts are rewarded the way they should be	1	2	3
26	Work assignments are explained	1	2	3