UNIVERSITY OF EDUCATION, WINNEBA

FACTORS AFFECTING TEACHERS' MOTIVATION AND JOB SATISFACTION

AMONG TEACHERS IN BASIC SCHOOLS IN WENCHI MUNICIPALITY

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DECLARATION

STUDENT'S DECLARATION

I, KYILEYANG MARY, 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 the work were supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

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SIGNATURE…………………..……..……………

DATE:…………………………..……………..

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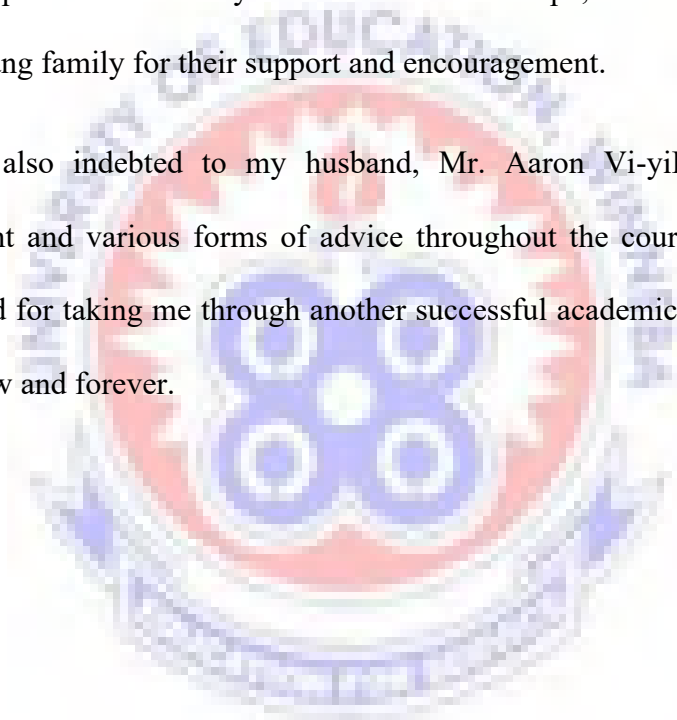
DEDICATION

To my husband DeryVi-yi Aaron and children Jennifer and Shadrack and to my parents Mr. & Mrs. Kyilyeang.

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ABSTRACT

The study sought to investigate the factors that affect motivation and job satisfaction among teachers in basic schools in Ghana by taking Wenchi Municipal as a case study. The design used for the investigation was the descriptive survey. The total sample of 72 teachers out of a population of 144 were used to respond to questionnaire which was the instrument used for data collection. Stratified random sampling was used to select schools and respondents. Percentages and means were used to analyse data collected. The study identified nine broad factors that affect motivation and measured the levels of teacher satisfaction in respect to these factors. The findings of the study revealed that teachers were generally satisfied with opportunity for further studies, supervision/leadership style, relationship issues, while they indicated dissatisfaction in the areas such as; monetary considerations, infrastructure and equipment, promotion issues, scholarships, induction and parental support. On the other hand, most of them indicated neutral satisfaction on BECE results, resources/aids available and new skills in the field of teachings. Lastly, teachers indicated that they perform their duties; their students are very active in classroom and outside classroom activities. The study concluded that if current state of dissatisfaction continues to prevail among teachers, the provision of quality education in Wenchi will not achieve the desired BECE results. The study therefore recommended at the earliest possible time the government should formulate policies to address the teachers' needs in Wenchi and Ghana as a whole.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Formal education is a part of the intellectual and social life of Ghanaians. Since the introduction of formal education into the country, teachers have served as the tool for impacting the necessary knowledge, skills and norms to individuals to make them fit into the society and also for national development. According to Mangaleswarasbarma (2017), quality education is emphasized as the tool for the development of young citizens with the competences they need to adapt to the globalized society.Osakwe(2014), points that the future of any nation depends largely on the quality of its educational system. It further depends on the quality of its teachers. This has placed teachers as the bedrock for national development. It has also contributed to the implementation of the free compulsory basic education in Ghana.

Stirling (2016), asserts that, since the start of mass schooling and with its spread across the world, public education has been repeatedly burdened with the expectation that it can save the society. She continues that Schools and their teachers have been expected to save children from poverty and destitution; to rebuild nationhood in the aftermath of war; to develop universal literacy as a platform for economic survival, to create skilled workers even when there is little demand for them. Nyamubi (2017) also points that, to improve individual learners' values, attitudes, behaviours, and skills, quality education is of paramount. Teachers are the heart of classroom instruction, so they are key to learners' productivity and hence to society's efficiency. Nhuta and Nhuta (2017), point that teachers are the most important input in any school system as they are the initial source of learning

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and information both in and out of the classroom. This outlines the duties of the teacher is to prepare the learner to be acceptable and useful citizen in the society as well as enlighten them for future leadership. The teacher role goes beyond the school boundaries to the community of the adult learner, thus the informal education in rural communities, which in Ghana is being handled by teachers. In addition, teachers are   to produce human resource base for organisations and society as a whole.

In the Ghanaian context, Asiedu-Akrofi (1987), reports that education has been considered as a "bridge" between a child and his or her future. Education in Ghana has been focused on the younger citizens and that any activity that promises economic well-being of the child is highly welcome. Osakwe (2014) noted that teachers are instrumental to effective learning and quality education. In Ghana, teachers guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competences needed for purposeful living. Education does not however, take place in a vacuum. With social development, what was considered a traditional education has taken on a more formal structure by evolving into Ghana school system with Ghana Education Service (GES) in-charge. GES inputs are well delivered, training is well structured and environments are created to promote learning in the school, which calls for quality of the teacher.

The Government of Ghana spends much money to expand facilities, paying of allowances and salaries to teacher trainees, tutors and also provides other logistics and in-services training for tutors in training colleges well as other teachers in basic and secondary schools. Nhuta and Nhuta (2017) asserted that there is massive recruitment and training of

the teachers to meet the demand of teachers. The need for qualified teacher is manifested in the large number of training of teachers turned out from our training colleges every year.

The formal education in Ghana is divided into various levels known as basic school, second Cycle and tertiary. Basic schools are divided into two phases namely, the Primary Schools made up of Pre-school (KG 1 -2) and Primary School (Basic 1 to 6) and Junior High School (J.H.S.1-3). Learners pass through these stages before writing Basic Education Certificate Examination (BECE) to enable them continue to the second cycle (Senior High School) then to the tertiary level (University). These levels are been handled by teachers and lectures in the education sector. Kumah and Boachie (2017) cited Osei-Poku et al. (2012), basic education in Ghana lasts eleven (11) years into preschool (KG) Primary and Junior High School (JHS), which ends on Basic Education Certificate (BECE). It is grouped into two, as public and private. The curricula of basic school education is developed by GES to serve Ghana education system where as the west Africa Examination Council serve as examining body.

Osakwe(2014) cited Okumbe that schools as organisation have two goals namely performance or outcome goals and organizational maintenance goal. Schools pursue performance goals by attempting to be top performers in national examination. That, organization maintenance goals are activities which sustain it and ensure its survival. These include high academic and discipline standard, good performance in co-curricular activities and public image. According to Iwu et al. (2018) Basic Education, quality is measured by learning outcomes. In Ghana education context, the students' performance in the BECE will determine the quality of the school and it lets more parents to enroll their wards in the school. Low performance drives parents from a school.

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In Ghana, teachers are expected to give higher work performance, which is always checked with students' performance or achievement in examinations. Whenever students fail in BECE examinations, teachers get a share blame of low performance of students. According to Kumah and Boachie (2017), teachers are responsible to offer a very high job performance. In Ghana, the Ministry of Education always demands a high level of excellence relating to the job performance of its teachers. This implies that Ministry of Education calls for a very high level of loyalty, patriotism, dedication, hard work and commitment from its teachers in order to have responsible and well-behaved citizens in the country.

In views of this, the various governments in Ghana have reformed education to improve students' performance in order to achieve national goals. According Adentwi and Sarfo (2011), Ghana's curricula have undertaken several educational reviews or reforms bycommitteeswhich were appointed by president of the republic. These efforts should be well-aligned with motivating teachers that is the power to help children learn well and pass their examinations at the end of basic and second cycle examinations.This is to enable them pursue higher learning for the achievement of educational goals. The perception of students getting high passing percentage has turned to be low and average year in and year out. This has called for the need to check the cause of the problem and find a lasting solution to it. Mangaleswarasharma (2017) reports that examination results of developing counties in present days are not good because teachers lack motivation and not satisfied with their job.

Teachers are viewed as key sources of knowledge to develop the education sector in the country. Iwu et al (2018), point that teachers are expected to perform a variety of

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responsibilities. These roles include role modeling, mentoring, nurturing and supporting students. Teachers train the most important human resource for the nation. Thishas established that teaching is the most important profession in every society. This enumerates that the teacher is considered the 'producer' of all other professionals. As a slogan says "all professionals can boast but the teacher taught them all".

However, the disposition of the teacher invariably shows the quality, success or failure of the educational system in the country. Wilson (1966) states that the idea that quality in education ultimately resides in the teacher. Osakwe (2014) cited Dornyei (2001) that achievement of successful schooling largely depends on the quality of teaching force. Ntyuda and Okeke (2017) points that teacher wellbeing is pivotal for achieving a well-sustained social transformation that is greatly required within the institutions and larger society.

Most governments in Ghana have tried to support and motivate teachers in various ways in order to improve quality of education but it proves futile. Teachers are still not satisfied with their salaries, teaching and learning materials, incentives and infrastructure. Nyamubi (2017), reports that teachers need remuneration and conducive workplace environment to conduct their profession effectively. Teachers' feelings of job satisfaction operate through independent channels to immediate impact of work experiences on their devotion to the school.

It is clear that the government and educational leaders need to find ways to motivate teachers in the profession which will make them satisfied and concentrate on the job for better results. A motivated teacher is one who feels satisfied with his job but also is

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empowered to strive for excellence and growth in instructional practice. A well-motivated teacher will also motivate his/her students, counsel and encourage them to learn hard to achieve educational goals.

The question of what brings about job satisfaction and dissatisfaction can be related to some factors within the policy framework of the Ghana Education Service and how these policies are interpreted at the school level and the general conditions of service of teachers.

1.2 Statement of the Problem

In Ghana over the years, successive governments have taken various measures to make teachers satisfied with the job. For instance, governments have put in place incentive packages such as National Best Teacher Award Scheme, provision of staff accommodation for teachers in some communities, study leave with pay to teachers, the implementation of the single spine salary structure and upgrading to high rank through long service. It seems that the performance of the economy has eroded these interventions. This has called for the need to investigate into the level of job satisfaction among teachers in Wenchi Municipality.

Basic schools in Ghana need to be given much attention to enable teachers build a solid foundation for further education but they are rather lacking some basic needs. According Abraham Maslow's hierarchy theory of needs, human beings need some basic needs to make one lives comfortable. These basic needs which will make life easy for both teachers and pupils are not met in the public basic schools. Most public schools in Ghana performances are not good when it comes to BECE .Kumah and Boachie (2017) cited

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Bonsu(2016) that most privately owned basic schools are said to perform better in BECE than those in the public sector due to the fact that owners of private schools are able to provide the requisite logistics that enable pupils to understand what they are being taught in the classrooms.In terms of Basic and Secondary education; there have been reports of poor pass rates, low output rate and insufficient infrastructure. These often manifest in adissatisfaction among the teacher groups (Iwu et al., 2018). Teachers in basic schools also face a lot of challenges in their various schools which the stakeholders have failed to focus on. These challenges include Pay/ salary structure, allowances, lack of recognition /reward, lack of mutual cooperation, supervision/leadership, infrastructures, basic material for teaching, relating to quality/skills of new intake, social amenities like good drinking water, toilet and toiletries. Others areteachers' accommodations especially in the rural arrears which teachers in Wenchi Municipality are not exempted. There are factors that influence how satisfied teachers are with their jobs. Some of these are working conditions such as school facilities, support from administration and class size(Autetto, 2017)

1.3 Purpose of the Study

The purpose of the study is to assess the kind of motivation teachers need to make them satisfied with their job in order to improve BECE results in public basic schools in Wenchi Municipal

The Specific Objectives are

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1. To determine the level of motivation among public basic school teachers in Wenchi Municipality.

2. To determine the level job satisfaction among public basic school teachers in Wenchi Municipality.

3. To find out the type of incentives that motivates teachers and make them satisfy with their work in basic school.

4. To find out the types of incentives teachers need to enable them perform their work well to up-lift the passing percentage in Wenchi Municipality

1.4 Research Questions

The study is guided by the following research questions:

1. What are the levels of job satisfaction of teachers in public basic schools in Wenchi Municipality?

2. What are the levels of motivation of teachers in public basic schools in Wenchi Municipality?

3. What type of incentives do teachers in Wenchi Municipality need to increase their level of job satisfaction and to motivate them to perform their duties well?

4. What are the factors that affect performance?

1.5 Scope of the Study

The study area covers a legally demarcated area of the Wenchi Municipality. It assesses the factors that motivate teachers to give up their best when it comes to educating the child. The study would pay much attention to the unexplained factors associated with

poor performance of students in BECE examinations and its possible consequences such as school dropout, teenage pregnancy, arm robbery and others. It would take a look at the forms of incentives to motivate teachers to enable them perform better.

1.6 Significance of the Study

The study into motivation and job satisfaction of teachers in basic schools is very important considering the role that basic school teachers play in building the human resource base of a nation. These teachers build the foundation for further studies. The future of these learners lay in the hands of basic school teachers. To get a well behaved and morally up-right citizens' depends on the training basic school teachers will instill in the learners at the beginning. The study is primarily significant to the teaching profession, parents, government and other interested stakeholders within the teaching profession. It will also inform stakeholders on the situation of basic schools within Wenchi Municipality and how low motivation and job dissatisfaction has affected performance of BECE.

The findings will be used to validate findings of previous studies on motivation and job satisfaction of basic school teachers elsewhere. The findings will also afford policy makers the opportunity to re-examine the current situation in the basic schools. It will also help to put the necessary facilities in place to help the Municipal achieve better BECE results.

Again, the findings will add to existing literature on motivation and level of job satisfaction affecting BECE particularly in Wenchi Municipal. The Municipality has the Conference of Heads of Basic Schools (COHBS) which would be interested in such data.

Finally, it is hoped that this study would serve as the basis for the identification of further research. Research into the challenges that the resent showing of 'Tele novellas' on media effecting basic schools performance in Wenchi Municipality.

1.7 Limitations of the Study

There are eight circuits in the Wenchi Municipality which form the study population. Due to financial, time, distance, transportation, and material constraints, the study was limited to public teachers in four Circuits in Wenchi Municipal. The geographical area cover was limited to Wenchi Municipal in the Brong Ahafo Region.

1.8 Delimitations of the Study

The study is delimited to the simple variable of motivation and job satisfaction affecting Basic Education Certificate Examinations (BECE). Motivation and job satisfaction of teachers cuts across basic levels of teachers in education enterprise in Ghana. Hence, this study is confined to the levels of motivation and job satisfaction of public teachers in four Circuits in Wenchi Municipal.

1.8.1 Definition of Terms

Formal Education: This is the process of training learners from basic level to senior high level and to tertiary level to acquire knowledge, skill and attitude in a well-structured system(school setting), systematic programmes and under the supervision of a teacher with a design official curriculum and timetable.

Basic Education: It the level of education considering from early childhood care and development as foundation of basic education and basic education going beyond primary

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education and extending to junior secondary education, this is borne out by recent development.

BECE: Basic Education Certificate Examinations.

Teacher(s):   The term 'teacher' used in the study refers to someone who has acquired pedagogical skills to impart knowledge, skills and attitude to pupils to enable them fit into the society.

Motivation: It is the act of /ways of persuading someone to stimulate the interest of the person to enable him/her performs or work effectively on a particular job. It can be internal or external form of actions.

Job satisfaction: Job satisfaction is a collection of positive approaches, attitudes, and opinions that employees display towards their job at the workplace. (Hassard et al., 2017).

1.9.   Organisation of the Study

The study has been organized into five chapters. The first chapter deals with the introduction to the study which includes the background of the study, the statement of the problem, the purpose of the study, limitations and delimitations of the study, definitions of terms and organisation of the study. The second chapter will cover the review of relevant and related literature of the study while the third chapter will deal with the research methodology. Chapter four caters for presentation and analysis of data and will provide information on the finding of the study. The final chapter, the fifth chapter will deal with the summary of the stud; draw conclusion and recommendations and suggestions.

CHAPTERTWO

REVIEW OF RELATED LITERATURE

2.0   Introduction

This chapter deals with review of related literature to help the researcher obtains the needed information on the factors that influence motivation of teachers towards job satisfaction and the effects on BECE and views of other researchers relating to the topic. The review covers the Motivation Concept and Theories, Concept of Job Satisfaction, Determinant factors of Job Satisfaction in Educational Setting, Relationship between Job Satisfaction and Motivation, Relationship between Job Satisfaction, Motivation and Performance.

2.1.1   Concept of Motivation

Motivation is defined and explained in diverse ways by scholars. According to Business Dictionary.com, motivation is the "internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or to make an effort to attain a goal" Osakwe (2014) said it is the inner force or urge that drives, or influences an individual to attain organizational goals. It involves biological, emotional, social and cognitive forces that translate wishes into actions. Motivating means providing an individual with the incentives and motives for performing any act. To Nhuta and Nhuta (2017), Job motivation can be defined as a driving force that compel an individual to behave in a particular way that can assist them to take actions in order to accomplish organisational goal. To Han and Yin (2016), motivation has been generally viewed as energy or drive that moves people to do something by nature.

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Mangaleswarasharma (2017) states that motivation is fundamental to teaching and learning process, research studies show that many teachers in the developing countries are not highly motivated. To Kumah and Boachie (2017), motivation is to be moved to do something. A person who is not inspired to act is said to be unmotivated while someone who is enthusiastic towards a goal is said to be motivated. This implies that when teachers are motivated positively, it will lead to job satisfaction which will yield good performance of teachers and students at the end. Students' performance will reflect in the examination results and thus also will uplift the image of the education sector. Also, motivation will provide a level of satisfaction and commitment of the teacher to his or her job which will guarantee the future of students under his or her care.

In addition, Ty Howard (2017) reports that if you seriously want to successfully motivate and keep the teacher in your school, motivate them from the beginning of the school year to the end. By creating and employing the following strategy. To motivate the teacher is to make opportunities to inspire Value, Attitude, Talent and Enthusiasm. With the above explanation of motivation implies that it is important to motivate the 'teacher' for the teacher to give up his/her best in teaching and learning and this will help to achieve educational and societal goals.

2.1.2 Theories of motivation

There are several theories of motivation in literature. These are the Maslow's Hierarchy of needs, Motivation Hygiene or Two factor Theory, Leaned or Acquired Needs Theory, Expectancy Theory, Intrinsic and Extrinsic Theory, Theory of X and Y, ERG Theory, Goal Setting Theory, Theory of Self, Efficacy, Cognitive Evaluation Theory,

Equity Theory and so on. Among the various theories of motivation is Abraham Maslow's hierarchy-of-needs theory, which has been widely accepted as theory of employee motivation. He identifies some hierarchy of needs. These are Physiological, Safety or security, belongingness, social and love, esteem, and self-actualization (Hersy et al (2008).

Nhuta and Nhuta (2017) report that up to the present day there is no complete coherence in theories or an agreed upon body of research on motivation, it is currently still at an inconclusive stage. They report that the strides have allowed researchers to divide motivation theories into two major categories: content theories and progress theories. Nhuta and Nhuta (2017) explained content theories as apparent individual's needs, wants and drives. According to them, the concentration is on what makes people think i.e. what causes them to divert effort towards certain desired outcomes. These include the Maslow's Hierarchy of Needs and Hertzberg's two-factor theories and Process Theories. The process theories on the other hand, provide insight into how people make choices either to work hard or not based on their individual preferences, the available rewards as well as possible work outcomes. They report that these process theories include the Equity theory, Expectance theory and Goal-Setting theory.

2.2.1. Abraham Maslow's Hierarchy of Needs

According to Tanner (2017), the psychologist Abraham Maslow developed theory that suggested we, humans, are motivated to satisfy five basic needs. He said that theory remains an important and simple motivation tool for mangers to understand and apply. Abraham Maslow's hierarchy of needs which consisting of: physiological needs, safety, belongingness/love, esteem and self-actualisation which serves a great source of

motivation for teacher employees in diverge ways. This indicates teachers need these needs to enable them work effectively. The first two are very important in human life because one cannot live without them. There are schools in almost all villages in Ghana which most of them lack social amenities such as good drinking water, good roads, housing or accommodations, electricity and health centres which are necessary to sustain human life.

The Physiological needs are the basic needs and very important in the life of an individual. In Ghana, when a newly trained teacher is posted or a teacher is transferred to a new station, the first thing he or her thinks of is accommodation. After the said teacher has got the shelter, he/she will think of food, good water and conducive atmosphere to live in.

Mate (2017) asserted that food, water and shelter are the most important physiological needs for survival. According to Kuranchie-Mensah and Amponsah-Tawiah (2016), physiological needs focus on sustaining human life. This implies that the listed physiological needs are very necessary for the survival of teachers which in one way or the other motivates them. About 80% of these physiological needs can be solved with money (teacher salary) while the 20% percent can be provided by government or donated by corporate bodies. These include quarters for accommodation, conducive classrooms, teaching aids and bole-hole water.

After the physiological needs of the employees are satisfied, the next needs that emerge are the safety needs. Salarzar (2017) reports that safety need not only physical needs but also material safety, personal safety, financial safety, health and well-being safety not against accident and /illness. Kuranchie-Mensah and Amponsah-Tawiah(2016) points that physical danger and the fear of losing job, property, food or shelter as protection

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against emotional disappointment. This implies that the teacher needs safety, accommodation and classroom for effective teaching.   The teacher will also be highly motivated when the community, staff and the students' body give him or her peacefully stay.

Belongingness/Love Needs is the next stage on the hierarchy which comprises of love from colleague teacher, students and community members. According to Salazar (2017), positive and healthy relationships be it friendship or partners, love and affection make our existence easier. Kuranchie-Mensah and Amponsah-Tawiah (2016) indicates that belongingness and love are needs with the social aspect of man such as the need to belong and be accepted by others. Since it involves feelings of belongingness, it is necessary for the head teacher to show love and care to all teachers equally. Also, the officers from the Education Office from top to down needed not to show apathy to teachers in the classroom, either during supervision or when a teacher visits them in their offices for assistance. Also, the community in which the school is situated should give teachers warmly welcome and show cordially relationship between them and the school.

According to Salarzar (2017), self-esteem is vital for personal growth, a lack of it can lead to inferiority complexes of disorders. Tanner(2017) reports that esteem needs positive, self-image, respect and recognition issues such as job titles, nice workplace, spaces and prestigious job assignments. To Kuranchie-Mensah and Amponsah-Tawiah (2016), stated that these kinds of need produce satisfaction through power, prestige status and self - confidence. It includes factors such as self-respect, autonomy, achievement and external factors such as status recognition internal esteem and attention. This implies that if teachers get positive self-image, respect and recognition, they would be motivated to

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give up their best in one way or the other to help education grow in the country. According to Davis (2014), fifth step to motivate the teacher says, tell teachers they are important. Write notes and say inspirational things and remind them in words of the nobility of their profession.

To Alfayad and Arif (2017), employees need their managers to consider their opinions, recommendations and ideas. They need to let them recognize the necessity of expressing themselves and to get their leaders attention to guarantee that they have similarly commitments and care about being part of the organization.

The Climax on the pyramid is the self-actualization needs. This is the level at which one wants to be. According Kuranchie-Mensah and Amponsah-Tawiah (2016), self-actualization is the drive to become what one is capable of becoming to maximize one's full potential and to accomplish something. Tanner (2017), states that self-actualization needs, achievement issues are autonomy, challenging work and subject matter expert status on the job. At this stage, teachers who have pursued high education or expert in a particular field want to be placed at right position in the profession.

2.2.2. Hygiene Theory

Another motivation theory worthy of consideration is Frederick Herzberg's two factors theory known as Satisfiers (motivator) and dissatisfiers (hygiene theory). Motivator factors are pay, recognition and so on while Hygiene factors are Polices, quality of supervision, base wage or salary and the rest. When hygiene factors like working conditions, pay and so on are not met, the employees are not motivated on the other hand. When employees get regular promotions, growth opportunities and so on, it makes the

employees feel satisfied. Jalagat (2016) indicates that pay is not the only indicator of motivating employees but other factors are also relevant such as policies etc. A sample table depicting the two factors theory by Jalagat (2016) is below.

Table 2.1: The Two Factors Theory

	Dissatisfiers (hygiene)
1. Organizational policies	1.Achievement
2. Quality of supervision	2. Recognition
3. Working conditions	3.Work itself
4. Base wage or salary	4. Responsibility
5. Relationship with peers	5.Advancement
6. Status	6. growth
7. Security	

Source; Jalagat (2016)

Mate (2017), motivation of hygiene factors theory is related to the everyday position such as relationship with superior and co-workers, salary, work conditions and policies. He stated that if the hygiene factors aren't met, it will lead to job dissatisfaction, not actual motivation. This implies that cordially relationship between circuit supervisor and teachers is important, good relationship between head teacher and teachers, relationship between teachers and parents and so on.

On the hand, government needs to implement good salary policies to suit teachers in order to help them discharge their work well. There should be good conditions of service like, allowances for teachers in remote villages and island villages, accommodation allowances, lesson note allowances and co-curriculum activities allowances. According to Davis (2014), the third step to motivate the teacher says, Realize the Financial Struggle of

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the teacher - fix income teachers rate on and the need to bring in additional money for their families.

2.3.   The concept of Job Satisfaction

Job satisfaction had been researched and defined in different forms. Some of them consider it as how happy workers view their job. According to Mehrad and Zangleneh (2017), Job satisfaction is a collection of positive approaches, attitudes, and opinions that employees displays towards their job at the workplace, as organizational factor which is interconnected with the various internal and external motivators.

Hassard et al. (2017), explain the two most common definitions of Job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating of one's job values and the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. The definition covers the affective feeling employees have towards their job. This could be the job in general or their attitudes towards specific aspects such as their colleagues, pay, or working conditions which work outcomes meet or exceed expectation may determine the level of job satisfaction. According to them at European level, the focus has been less about these traditional theories of job satisfaction instead typically examined as a consequence of work place stress and the job demand – control model. The Job satisfaction makes one feel relaxed, excited, and overall has a stable mind to work actively. Because teachers work deals with training the three domains – cognitive, psychomotor and affection of students, they need not to face any personal relationship problems, financial or accommodation problem. This is in order to give the right input

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during teaching and learning to bring effective learning but not ineffective which will lead to output of garbage.

2.4.   Determinant Factors of Job Satisfaction in Educational Setting

There are various determinant factors in educational setting (basic school) such as incentive package such as; monetary consideration and school environment, managerial/supervision skills, teacher–teacher relationship, teacher-student relationship and teacher–parents' relationship. Jalagat (2016) points that salaries and benefits, organizational climate, autonomy, achievement, recognition, job security, workplace, flexibility, degree of professionalism, communication, working conditions, and interpersonal relationship among others. Dorozynska (2017) revealed that, there was a strong relationship between teacher's job satisfaction, school managements and teachers–students' relationship. She further stated that good school management and positive relationships with students are positively related to teacher job satisfaction whereas stress from discipline issues and lack of support are related to job dissatisfaction. UK Essay (2017) cited Morrison (2004)that the ability of the supervision to assist with technical and emotional support regarding work- related tasks. The ability of supervisors to provide strong leadership (for e.g. principal with the school environment) has an effect on job satisfaction.

According to Banerjee et al (2017), teachers who are happy and satisfied with their job are probably better at work place but a new study looks at exactly how teachers' satisfaction affects students' achievement. Also how the human being is part of professional learning community can make a major difference. This shows that job

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satisfaction is an important variable in teacher performance, commitment to teaching profession and cannot be overlooked. A teacher who is not commitment to his or her job is likely to be endangering the future of the children he or she teaches.

2.4.1. Monetary Consideration

Monetary affair plays a vital role in employees' level of satisfaction towards work. If work or job was not accompanied by money, a lot of people would have stayed away from work. Jalagat (2016) indicates that proper monetary rewards mechanisms lead to job satisfaction. Umaru and Ombugus (2017) mentioned that salary/wages decrease absenteeism and withdrawal from job. It also has effects on commitment, productivity and motivation in College of Education. She suggested that wage/benefits for academic staff are paid as at when they are due. Teachers render extra work for the up-bringing and development of pupils/students' talents; these services they render attract no allowance which will add extra money to their fixed salaries. According Ntyuda and Okeke (2017), low salary compared to the amount of work that you have performed and the salaries of other professions killed the joy of teaching. Salehi and Taghavi (2015) said the only reasons that made teachers feel dissatisfied was payment and financial matters. Mark (2015) reports that teachers are asked to use weekends and after school hours of profession development but there is no motivation for them.This indicates that teachers are not satisfied with their salary comparing to the work they do. Some kind of allowances should have been given for extra – curriculum activities in order to boost their morale.

Also, Karim et al (2017) cited Fayol et al (2008) that "remuneration plays a vital role in employees' job satisfaction. This makes most teachers unhappy with their pay and

fringe benefits as these were deserved. To Nyamubi (2017), monthly salaries, transfer allowance, periodic adjustments to their salary scales and leave allowance have to be realistic. Also, lack of timely promotion hindered their readings to serve their employer. Not getting salary increments, makes teachers feel disappointed. Karim et al (2017), reports that besides basic salary, overall compensation package including nonfinancial incentives is viewed by employees as a source of great satisfaction. Karim et al (2017) findings show that one unit increase salary/benefit will increase job satisfaction and show significant impart. To Bwire Mc et al. (2014) ensure a system that is seen as equitable by concerned. The lack of equity is bound to undermine even the best reward system. There must be equitable distribution across the board. Davis (2014) stated third step to motivate the teacher as, Realize the Financial Struggle of the teacher and fix income of teachers' rate and the need to bring in additional money for their families.

2.4.2. The Work Environment of Teachers

Good school environment, improve teaching and learning and boost satisfaction of teachers. School environment comprised the physical surroundings, materials or things in the school. According to Karim et al (2017) workplace environment has a great bearing on employees' commitment. Nyamubi (2017) for teachers to devote their efforts to service the community (school), they need to be properly supplied with things necessary for them to accomplish their duties. He cited that, issue of teaching and learning materials was of paramount importance for sustaining teachers' eagerness to work, example laboratories. Government and community failure to meet basic infrastructure standards when a school is established puts a strain on teachers. At best, teachers would be at their workplace physically but their commitment would be elsewhere. He mentioned that in government

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schools, teachers lacked adequate office space necessary for reading, lesson preparation or marking of students' assignments and exercises.

2.4.3. Work Climate

Work climate refers to the tone of the organization (school) which comprises the atmosphere, serious academic work, relationship etc. According to Davis (2014), teachers most often need peace and quiet place to get their work done. Umaru and Ombugus (2017) reports that work environment affects lecturers' job satisfaction in commitment, efficiency and effectiveness. To Nyamubi (2017), teachers express satisfaction with teaching when they perceive that community members recognise and respect their contribution to education.

Another dissatisfaction area that worries teachers are insufficient in-service training and work overload on curriculum and extra curriculum activities. Ntyuda and Okeke (2017) findings indicate that work overload is also robbing the joy of teaching in most schools. Teachers perform most of the extra curriculum activities after working hours which indicates that they do over work. Teachers train students in various talents like sporting activities, culture and some activities (6th March rehearsal) for national events which most of times they used after working hours or week-ends to do the training.

2.4.4 Teachers – Management/ Supervisors Relationship

The relationship between management and teacher is very necessary for teachers' performance which will contribute to the improvement of students' performance at the end of the day. Effective supervision is where the leader sees the members as a team and co-ordinate the activities well. The effectiveness of the work will come through team work,

when subordinate sees manager as too autocratic always imposing duties on member. They become unhappy to work. Jalagat (2016), states that leadership style has also great role in the employee's level of job satisfaction. It is also driving force in attaining the organisation's goals and objectives. Dorozynska (2017) reported that good school management and positive relationship gives positive job satisfaction. Nyamubi (2017) indicated that Superior needs are important to the teacher. Ntyuda and Okeke (2017) cited Roux and Strydom (2014) that workers who feel undervalued and unappreciated may consider leaving their jobs for something else. Hassard and et al. (2017) said that appraisal of one's job is achieving or facilitating of one's job values. To Salehi and Taghavi (2015), teachers need encouragement and motivation as well as the students to undertake their studies seriously. According to Bwire Mc et al. (2015), building the right work atmosphere that recognizes and awards high performance in transparent way is the way forward. To Bakotic (2016), managers often say that employees' morale is one of the crucial factors for success of an organisation. Also, mangers want to have satisfied employees who feel good in their work place. They prefer to work with people who have a positive view of their job.

2.4.5. Teacher - Teacher Relationship

The workplace (school) consist of people from different background with different characters who have come together to performance the same task to achieve a common goal. Due to the set goals, there is the need to constitute cordial relationship between the workers to enable them achieves the desired goals. UK Essay (2017) cited Morrison (2004) states that the relationships amongst co-workers are precursor of Job satisfaction. Also, cited Robbins (2003) that both socio-emotional and cohesiveness are necessary when an individual joins a group to derive emotional satisfaction. Instrumental cohesiveness is the

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interdependency of individuals to achieve a common goal which plays a signification role in realizing job satisfaction.

2.2.6. Students' Behaviour

The performances of students contribute a lot towards teachers' motivation. Teachers also feel very comfortable and excited when there is cordial relationship between them and their students. To Han and Yin (2016), students have been recognized as one of the primary factors to motivate and demotivate teachers. Turoglu et al (2017) indicates that teachers' job satisfaction may also be influence by his/her students' success. Salehi and Taghavi (2015) indicate that the behavior of learners affect teachers motivation. When learners are nagging all the time or giving bad feedback of not satisfied, it makes them greatly depressed. On the other hand, students learning well make them feel more satisfied with classes.

The issues of indiscipline in the part of students also contribute to teachers' dissatisfaction. Dorzynska (2017) indicates that, teacher stress in case of teacher-student relationship in discipline issues. Ntyuda and Okeke (2017), states that the goals of discipline are to provide a safe environment for teaching. Thisdiminished form of motivation (respect) from parent and students make teachers unsatisfied with their jobs.

2.4.7. Teacher – Parent Relationship

Parents need to value and respect teachers for the service they are rendering to the community. These are positive up-bringing of students through guidance and counseling, good communication skills, culture values, developing their talents, imparting knowledge

skills and providing the needed attitude for the well-being of the students. Lack of effective communication between teachers and parents sometimes creates unhealthy conflict. Nyamubi (2017) indicates that for teachers to devote their efforts to service the community, they need to see that they are valued or respected. Nyamubi (2017) observes that majority of teachers were gratified that they had helped students to grow and realise their dreams not only in examinations but also in relation to moral, ethical and religious upbringing. According to Turoglu et al (2017), trust, respectful and cooperative relationship between teachers and learners, their parents and the wider community also influences positive learning outcome. Also, parents and the school community influence teachers' job satisfaction when there is a better trusting relationship between students and parents.

2.5 Relationship between Variables

2.5.1. Relationship between Motivation and Job Satisfaction

The theories of motivation do not exist in isolation as they are strongly connected to Job satisfaction. According to Ololude (2005), there is a relation between motivation and job satisfaction which is a paramount in any organisation's existence. To UK Essay (2017), academic literature shows that motivation and job satisfaction are very similar characteristics that employees need and want. Satisfaction is considered to be consequences of past events whereas motivation is considered to be expectations of the future. To Mangaleswarasharma (2017) teachers' motivation and job satisfaction play vital roles in the success of teaching and learning process. According to Singh and Tiwari (2015), there is a positive correlation between motivation and job satisfaction. It is the motivation that increases one's job satisfaction and vice versa. This implies that, when

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teachers are given a reasonable package of incentives, it will motivate them and increase their job satisfactory in the profession.

2.5.2. Relationship between Motivation, Job Satisfaction, and Performance

Motivating teachers will lead to job satisfaction and increase work performance to yield better results in the educational sector. Jalagat (2016) indicates that a proper motivation should be in place to ensure good performance, if teachers are well satisfied with their job, there will be a decrease in lapses in schools which will lead to students performing well in examinations. Singh and Tiwari (2015), note that motivation and job satisfaction have a great impact on the performance of an employee as well as the organisation. When one faces a period of de-motivation, everything seems bleak. Also, there a positive correlation between motivation and job satisfaction, motivation increases with increase in job satisfaction and vice versa. Jalagat (2016) observes that motivation should be given co-equal importance with job satisfaction and performance. Bwire Mc et al (2014) reported that there is a positive relation between employees' motivation, job satisfaction and organisational performance. Their findings revealed that the two independent variables have the potential to predict the dependent variable hence managers should ensure that employees are well motivated so that employees are satisfied with their jobs.

The conceptual frame work is developed to depict the relation between the constructs as follow:

(i) Incentive package increases motivation, job satisfaction and performance

(ii) Motivation and job satisfaction increase performance

 (iii) Motivation and job satisfaction are related variables

(iv) Performance has two folds – Teacher performance leads to student performance.

The relationship can be depicted as in figure 1.

The Conceptual Frame Work
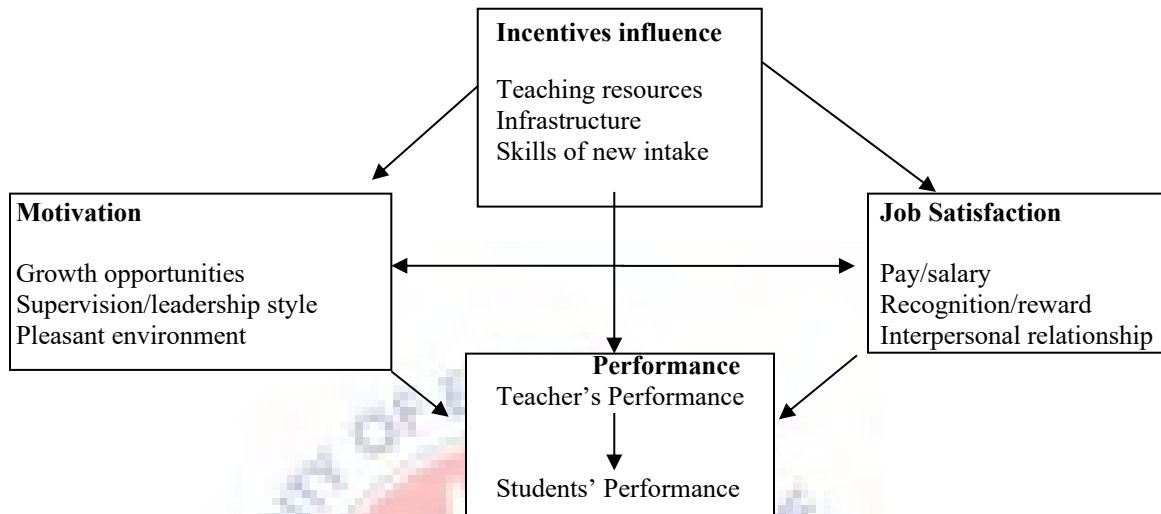
Figure 2.1: Relationship between incentives, job satisfaction, motivation and performance. Source; Conceptual model designed by researchers

From figure 2.1, it could be said that incentives influence motivation, job satisfaction and performance. Also, there is a link between job satisfaction and motivation because motivation increased job satisfaction, and job satisfaction increases motivation, the two variables are interdepended.

On the other hand, performance of both teachers and students depend on the incentives available. Motivation and job satisfaction have a great impact on performance, as noted by Singh and Tiwari (2015) and Manaleswarasharma (2017).

Therefore, incentives are the intervening variable while motivation and job satisfaction are interdepending variable and performance become the depended variables.

Summary

The research showed that monetary consideration, good school environment, teacher-teacher relationship, and parent-teacher relationship are significantly important in increasing motivation and job satisfaction of teachers.

The concept of motivation and job satisfaction as well as the distinction between them, has brought to the fore the value of motivation in ensuring job satisfaction in work environment. The two concepts have been explained to show that although they are interdependent, they are distinct variables in creating performance. The factors that bring about job satisfaction may be distinct; the relationship between job satisfaction and job performance were from the literature may be blur; but need to look at both in any organisation will enhance organizational citizenship.
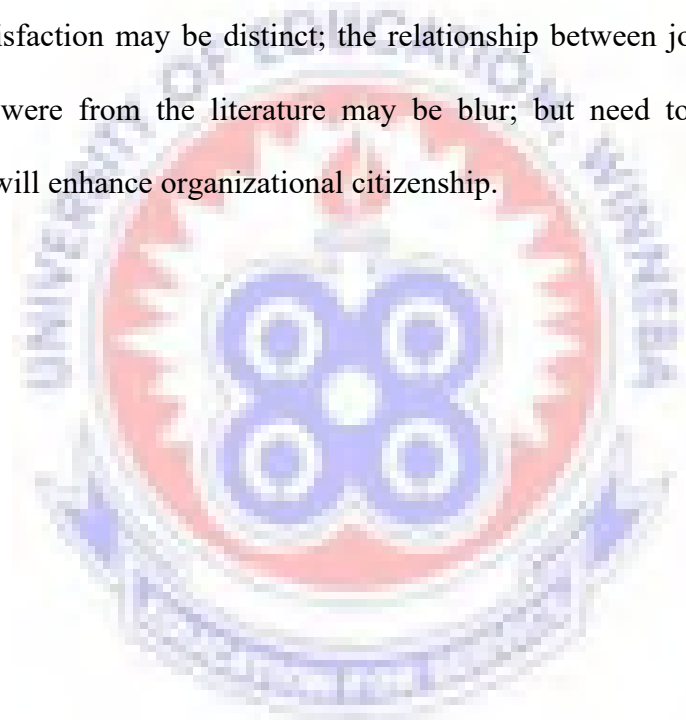
CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter focuses on the entire methods that are employed in carrying out the study. It encompasses the description of the research design, population, the sample size and sampling techniques, instruments used for data collection and finally data collection activities pertaining to this study. The researcher employs quantitative method research for the study.

3.1   Research Design

The research design adopted for the study was descriptive survey. Research design refers to the overall strategy one choose to integrate the different components of study in a coherent and logical way, thereby ensuring it effectively addresses the research problem. It constitutes the blue print for the collection measurement and analysis of data (Sacredheartedu Library, 2017). Descriptive design is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation (University of Southern California Libraries, (2016). The justification for adopting the descriptive survey was that, it deals with phenomenon as they currently are and it provides facts for the making of generalizations. This will help the researcher to locate the incidence and interrelationship of the study. The importance of design lies in the fact that it provides a picture of a situation or a problem.

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The researcher would ask respondents to fill in questionnaire which assisted in providing data to draw conclusion related to the study.

3.2   Population

The population of the study consisted of eight basic schools' teachers in four circuits within Wenchi Municipality. Two basic schools are chosen from each circuit and in all 144 teachers were used as the population.

3.3   Sampling and Sampling Techniques

The total sample size selected for the study was 72 teachers. This sample size was deemed necessary enough because the researcher felt that it would help to provide accurate picture of teachers' satisfaction or dissatisfaction affecting the BECE results in the Municipal. Stratified Random Sampling was used for sampling because the basic schools consist of levels (Pre-school, Primary and Junior High School).

Since the total number of basic schools comprising eight (8) schools in the four (4) circuits, nine (9) teachers were selected from each school, using stratified random sampling techniques. In the individual schools, random sampling was used to select the teachers.

3.4   Research Instrument

The research instrument adopted was questionnaire, since the researcher was using quantitative research. The rationale for adopting this type of instrument was to ensure; firstly, confidentiality and anonymity.

Secondly, responses about people's experiences, perceptions, opinions, feeling and knowledge about level of teachers' motivation and job satisfaction and its effects on BECE results.

A teacher agree and disagree instrument was constructed to measure Job Satisfaction, Motivation and Performance. Modifications were done to these questions with the help of my supervisor in order to reflect and adequately measure the variables involved in this study. It was necessary to modify the existing questions for content reliability and validity of the instrument.

The questionnaire has two parts: Section A was intended to collect data related to personal information and section B deals with issues that measure job satisfaction, motivation and performance.

Table 3.1: Categorization of Questions

No.	No. of Items	Sub section	Description of item	Scale Type
1..	3	1 – 3	Demographic Data	
2.	15	4 -18	Remuneration, Reward/ Recognition and Relationship	Likert 1-5
3.	15	19 -33	Growth Opportunities, Supervision/Leadership Style and work Environment/Climate.	Likert 1-5
4.	10	34-44	Infrastructure/Equipment, Teaching Materials/Aids and Skills new in-take(In-set/Workshop)	Likert 1-5
5.	14	44 – 58	Teacher Performance and Students Performance	Likert 1-5

3.5 Validation and Reliability of Instrument

Prior to the administration of the questionnaire, its validity and reliability were assessed to determine its accuracy and consistency. Accordingly, the questionnaire items were given to the researcher's supervisor to read through in order to offer constructive criticism for corrections. Reliability of the questionnaire was also established through a pilot study in a school.

3.6   Data Collection Procedure

The researcher endeavoured to obtain formal permission from the headteachers of the selected schools before administering questionnaire. This was made possible by an introductory letter obtained from the Centre for Educational leadership, University of Education, Winneba, Kumasi campus. The nature of the questionnaire and the procedures required in answering it were also made clear.

Secondly, upon arrival in the selected schools, the researcher first made enquiry through headtearcher to help in the administration of the questionnaire. The researcher then distributed the questionnaire to the already selected teachers who were present and were willing to complete them. The questionnaires were left with the teachers for five days. Out of the 72 questionnaires, 68 teachers returned the questionnaires (ie. 94.44% response rates).

3.7   Data Analysis Plan

The data obtained from questionnaire were quantitative, that is it was in numerical form. The data was checked for consistency and organized in tables according to research

questions. To enhance effective scoring and analysis of the data, the various categories of questionnaires were coded and tallied for frequencies using field survey. It was then summarized in frequencies, percentages and means for descriptive studies.

3.8 Demographic Data

This section describes the demographic data collected from respondents. It involves three main aspects namely, levels respondent teaches, highest professional qualification and length of teaching services.

Table 3.2: Level Respondents Teach

Statement	Frequency	Percentage (%)
KG	12	17.6
Primary	24	35.3
JHS	32	47.1
Total	68	100

Source: field survey, 2018

From the table 3.2, (47.1%) teach at the JHS level, (35.3%) teach at the primary level and (17.6%) teach at the KG level.

Table 3.3: Highest Qualification

Statement	Frequency	Percentage (%)
MLSC/SSCE/O' level	2	2.9
Diploma	34	50.0
HND	0	0.0
Degree	32	47.1
Total	68	100

Source: field survey, 2018

For the education qualification of the respondents, from table 3.3, majority (50.0%) were Diploma holders, (47.1%) were degree holders, (2.9%) and (0.0%) were MLSC/SSCE/O' level and HND holders respectively

Table 3.4: Number of Years Taught

Statement	Frequency	Percentage (%)
0 – 5 years	30	44.1
6 – 10 years	32	47.1
11 – 15 years	6	8.8
16 years and above	0	0.0
Total	68	100

Source: field survey, 2018

Moreover, the numbers of years the respondents have taught in the teaching profession, from table 3.4, stands at (47.1%) taught for a period between 6 – 10 years, (44.1%) were in the profession for 0 – 5 years while (8.8%) were within 11 – 15 years. None of the respondents have taught for 16 years and above.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

This chapter constitutes data from the field. The data is presented in tables, percentages and mean. With the research question one, "What are the levels of job satisfaction of teachers in public basic schools in Wenchi Municipality?" To answer this question, the researcher sought information on the levels of job satisfaction among teachers in selected basic schools.

4.1 Level of Job Satisfaction among Teachers

The respondents were requested to indicate their level of satisfaction with remuneration, reward/ recognition, and relationship with the likert scale; strongly agree, agree, neutral, disagree, and strongly disagree. The responses are presented below:

Table 4.1: Level of Satisfaction with Remuneration

Statements	Level of agreement (%)					Mean	Total
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree		Freq(%)
My monthly salary can solve my basic needs	2.9	29.4	11.8	35.3	20.6	3.41	68(100)
I enjoy regular salary	26.5	58.8	5.9	8.8	0.0	1.97	68(100)
I enjoyed transfer grants	5.9	8.8	0.0	32.4	52.9	4.18	68(100)
I enjoyed allowances for extra responsibilities	2.9	2.9	2.9	29.4	61.8	4.44	68(100)
I have fringe benefits associated with my work	17.6	38.2	11.8	14.7	17.6	2.76	68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

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4.2   Satisfaction with Remunerations

Respondents' views on remuneration in Table 4.1 indicates that more than half of the respondents could not accept the fact that their salary can provide all their basic needs as (35.3%) and (20.6%) of the respondents disagree and strongly disagree respectively. Also, (80%) of the respondents accepted the fact that, they receive their monthly salary regularly. Majority, (85.3%) of the respondents did not support the view that they enjoy transfer grant. Again, (91.2%) of the respondents disagree and strongly disagree that they enjoy extra allowances for extra responsibilities performance. While (55.8%) accept the fact that they have fringe benefits associated to their work.

Table 4.2: Level of Satisfaction with Reward/Recognition

Statements	Level of agreement (%)					Mean	Total
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree		Freq(%)
I have been receiving rewards for performing my duties	5.9	5.9	5.9	50.0	32.4	3.97	68(100)
I receive rewards from student's parents	5.9	14.7	2.9	52.9	23.5	3.74	68(100)
My circuit supervisor appreciates the work I do	14.7	50.0	17.6	14.7	2.9	2.41	68(100)
The PTA recognises my effort in the school	8.8	35.3	29.4	20.6	5.9	2.79	68(100)
The PTA honour teachers with certificate	0.0	8.8	11.8	26.5	52.9	4.24	68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.3   Satisfaction with Reward / Recognition

With regards to reward or recognition, from the Table 4.2, majority (about 83%) do not receive any reward for performing their duties. Added to that (79.4%) of the respondents did not support the statement that the PTA honour teachers with certificates.

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Also (44.1) agree that PTA appreciates their effort in the school while (26.5%) disagree with the statement. In addition, (64.7%) support the view that their circuit supervisor appreciates the work they do while (17.6%) did not support the view that their circuit supervisor appreciates their work.

Table 4.3: Level of Satisfaction with Relationship

Statements	Level of agreement (%)						
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree	Mean	Total Freq(%)
I enjoyed the spirit of team work among colleagues	44.1	50.0	5.9	0.0	0.0	1.62	68(100)
I enjoy moral support at work	26.5	67.6	5.9	0.0	0.0	1.79	68(100)
I have good relationship with my head	50.0	44.1	2.9	0.0	2.9	1.62	68(100)
I enjoy the friendly atmosphere in the community	17.6	61.8	14.7	5.9	0.0	2.09	68(100)
I enjoyed cordial relationship with parents	32.4	58.8	5.9	2.9	0.0	1.79	8(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.4   Satisfaction with relationship

For teachers' satisfaction with relationship among colleague staff members, from the Table 4.3 majority of the respondents representing (95%) of the teachers enjoyed the spirit of team work among colleagues, enjoy moral support from colleagues at work, have good relationship with their heads, enjoy the friendly atmosphere in the community in which their school is situated and have cordial relationship with parents of the wards who are in the school.

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4.5 Level of Motivation among Teachers

With regards to research question two "What are the levels of motivation among teachers in public basic schools in Wenchi Municipality?" The respondents were requested to indicate their level of motivation with the likert scale; strongly agree, agree, neutral, disagree, and strongly disagree to show their levels of motivation in growth opportunities, supervision/leadership style and pleasant environment. The responses are presented below.

Table 4.4 Growth Opportunity

Statements	Levels of agreement (%)					
	Strongly agree	Agree	Neutral agree	Disagree	Strongly disagree	Mean Total Freq(%)
I have the opportunity to further my education	50.0	38.2	11.8	0.0	0.0	1.62 68(100)
I have enjoyed scholarship for further study	0.0	2.9	5.9	44.1	47.1	4.35 68(100)
I enjoyed yearly incremental steps	23.5	47.1	8.8	8.8	11.8	2.38 68(100)
My promotion comes on regular basis	11.8	11.8	17.6	41.2	17.6	3.41 68(100)
GES promotion process is cumbersome	29.4	35.3	14.7	14.7	5.9	2.32 68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.6   Growth Opportunity

With respondents view on teachers' growth and advancement in their professional, from Table 4.4 almost all teachers (88.2%) have the opportunity to further their education. Generally, majority (91.2%) of the respondents did not support the statement that teachers get scholarship to further their studies. More than half of the respondents (70.6%) strongly agree and agree that teachers get yearly incremental steps, It is also shown that, (64.7%) of

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the respondents support the view that GES promotion process is cumbersome while (58.8%) of the respondents support the view that promotion within the GES comes on regular basis.

Table 4.5   Supervision/Leadership Style

Statements	Levels of agreement (%)					Mean	Total
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree		Freq(%)
My head teacher involves me in decision making	41.2	41.2	8.8	5.9	2.9	1.88	68(100)
My head teacher gives orders	32.4	38.2	11.8	8.8	8.8	2.24	8(100)
My head pre-inform and plan with me before observing my teaching activities	23.5	29.4	20.6	17.6	8.8	2.62	68(100)
I am satisfied with the style of supervision of my head	35.3	44.1	17.6	2.9	0.0	1.88	68(100)
I am satisfied with the style of supervision of my circuit supervisor	35.3	41.2	11.8	5.9	5.9	2.06	68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.7   Supervision/Leadership Style

With regards to supervision and leadership style among circuit supervisors and head teachers, Table4.5 portray that majority of the respondents (more than 70%) strongly agree and agree that their headteachers involve them in decision making, gives orders to what the teachers are expected to do, and also are satisfied with the style of supervision by their

head teacher. Finally, (76.5%) of the respondents strongly agree and agree that they are satisfied with the style of supervision by their circuit supervisors.

Table 4.6: Supervision/Leadership Style

Statements	Levels of agreement (%)					
	Strongly Agree	Agree	Neutral Disagree	Disagree	Strongly Disagree	Mean Total Freq(%)
I enjoy the conducive working environment	20.6	47.1	8.8	17.6	5.9	2.41 68(100)
My school has a conducive staff common room	2.9	11.8	8.8	26.5	50.0	4.09 68(100)
My school has a good tone (eg. serious academic work, relationship)	44.1	41.2	8.8	5.9	0.0	1.76 68(100)
Parents support their wards education	5.9	29.4	26.5	29.4	8.8	3.06 68(100)
The society has good perception about the teaching profession	11.8	38.2	23.5	20.6	5.9	2.68 68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.8 Work Environment/Climate

With respondents view on the work environment or climate under which teachers perform their duties, from the Table 4.6 indicates that more than (60%) and (80%) of the respondents support the view that they enjoy the conducive environment of their schools and have good tone respectively. On the other hand (38.2%) did not support the view that parents support their wards education. Also (76.5%) of the respondents did not support the statement that their schools have staff common room. Exactly, (50%) of the respondents

strongly agree and agree that the society have good perception about the teaching profession while the remaining proportion either have a neutral understanding or strongly disagree and disagree that the society have good perception about the teaching profession.

4.9   Availability of Incentives in Basic Schools

With the research question three, "what type of incentive does teachers in Wenchi Municipality need to increase their level of job satisfaction and to motivate them to perform their duties well? To answer this question, the respondents were requested to indicate the availability of infrastructure, teaching aid/ resources and news skills in the field of teaching with the likert scale; strongly agree, agree, neutral, disagree, and disagree strongly. The responses are presented below:

Table 4.7: Infrastructure and Equipment

STATEMENTS	Level of agreement (%)					
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree	Mean Total Freq(%)
My school has enough classrooms that enhance teaching and learning	20.6	29.4	8.8	29.4	11.8	2.82 68(100)
I stay in teachers' quarters	5.9	2.9	0.0	17.6	73.5	4.50 68(100)
My school has a library	0.0	0.0	2.9	29.4	67.6	4.64 68(100)
My school has a computer lab	2.9	2.9	0.0	38.2	55.9	4.41 68(100)
My school has a canteen	17.6	32.3	11.8	5.9	32.4	3.03 68(100)

Source: field survey, 2018 Key: % = Percent age Rating: AS=1, A=2, NA=3, DA=4, SD=5

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4.10   Infrastructure and Equipment

With regards to infrastructure and equipment at the schools to enhance teaching and learning, from the Table 4.7, about (50.0%) of the respondents strongly agree or agree and (8.8%)neutral agree while (41.2%) of the respondents disagree or strongly disagree that their school has enough classrooms that enhance teaching and learning. Again (91.2%) the respondents do not stay in teachers' quarters and none of the schools of the respondents has a library. Only (5.8%) agreed that they have computer laboratory while the remaining (94.2%) strongly disagree and disagree that their school has a computer laboratory.

Table 4.8: Teaching Resource/Aids

STATEMENTS	Level of agreement (%)					Mean	Total 68(%)
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree		
My school has adequate computers	2.9	2.9	2.9	35.3	55.9	4.38	68(100)
My school library has been stalked with reading materials	2.9	2.9	5.9	32.4	55.9	4.35	68(100)
My head provides lesson notebook for lesson preparation	70.6	26.5	0.0	0.0	2.9	1.38	68(100)
My head provides items for the preparation of TLMs	32.4	44.1	5.9	8.8	8.8	2.18	68(100)
My head provides pupils' records book for records	70.6	29.4	0.0	0.0	0.0	1.29	68(100)

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.11   Teaching Resource/Aids

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Respondents view on the availability of teaching resources or aid in the schools, from the Table 4.8 indicates that majority (91.2%) of the respondents did not support the view that their schools have adequate computers that enhance teaching and learning, Also (88.3%) of the respondents strongly disagree and disagree that their school have a library stalked with reading materials. While (97.1%) of the respondents support the view that their headteachers provide stationery to enhance teaching and learning their lesson preparation Also, (77.1%) support the view that their headteachers provide lesson notebooks for lesson preparations. Again (76.5%) of the respondents strongly agree and agree that their headteachers provide them cardboards for preparation of TLMs while (17.6%) strongly disagree and disagree their headteachers provides cardboards for preparation of TLMs. All the respondents (100%) strongly agree and agree that their headteachers provide pupils' attendance book and continuous assessment book for records.

Table 4.9:   New Skills in the Field of Teachings

STATEMENTS	Level of agreement (%)					Mean	Total
	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree		Freq(%)
The school always organised induction training for new teachers	17.6	20.6	17.6	32.4	11.8	3.00	68(100)
My head teacher organizes In-SET	23.5	26.5	17.6	14.7	17.6	2.73	68(100)
I attend GES workshop every year	20.6	38.2	23.5	11.8	5.9	2.44	68(100)
I participate in other seminars and workshops organised by NGOs	14.7	41.2	23.5	8.8	11.8	2.62	68(100)
I attend cluster of schools In-SET	17.6	35.3	11.8	26.5	8.8	2.73	68(100)

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Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.12   New Skills in the Field of Teachings (In-SET/workshop)

With respondents view on the new skills learnt on the teaching job. From the Table 4.9 (38.2%) strongly agree and agree while (44.2%) disagree and strongly disagree that their schools always organise induction training for new teachers. About (50.0%) of the respondents strongly agree and agree while (32.3%) disagree or strongly disagree that head teachers organise In-SET every term. Again, (58.2%) strongly agree and agree while (17.7%) strongly disagree and disagree that they attend GES workshop every year. Furthermore, (55.9%) agree and strongly agree while (20.6%) strongly disagree and disagree that they participate in other seminars and training workshops organised by NGOs.

4.13 Level of Performance

The respondents were requested to indicate their level of performance and students' performance for the research question four, "What are the factors that affect performance?" To answer question 4, the researcher sought information on teacher performance and students' performance using the likert scale strongly agree, agree, neutral, disagree, and strongly disagree. The responses are presented below:

Table 4.10: Level of Teacher Performance

STATEMENTS	Level of agreement						
	Strongly agree	Agree	Neutral agree	Disagree	Strongly disagree	Mean	Total Freq(%)
I am punctual and regular to school	88.2	8.8	2.9	0.0	0.0		

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STATEMENTS	AS	A	NA	DA	SD	Mean N(%)
						1.15 68(100)
I prepare my scheme of work and detailed lesson notes	79.4	20.6	0.0	0.0	0.0	1.21 68(100)
I deliver my lesson effectively everyday	70.6	29.4	0.0	0.0	0.0	1.29 68(100)
I prepare regular test items and administer them	50.0	41.2	8.8	0.0	0.0	1.59 68(100)
I mark pupils' attendance book and record their activities	73.5	23.5	0.0	2.9	0.0	1.32 68(100)
I give guidance /counseling to my students	38.2	55.9	5.9	0.0	0.0	1.68 68(100)

Source: field survey, 2018 Key: % = Percentage   Rating: AS=1,A=2, NA=3, DA=4, SD=5

4.14   Teacher Performance

Teachers response to the performance in their field of work, from the Table 4.10 depicts that all teachers (100%) strongly agree and agree with the statement that they are punctual and regular to school always, prepare their scheme of work and detailed lesson notes, deliver their lesson effectively every day, prepare regular test items and administer them, give guidance/counseling to their students while (97.1%) and (2.9%) strongly agree/agree/ neutral agree and disagree respectively that teachers mark pupils' attendance book and record their activities.

Table 4.11: Level of Students' Performance

STATEMENTS	Level of agreement		

	Strongly Agree	Agree	Neutral Agree	Disagree	Strongly Disagree	Mean Freq(%)	Total
My students attend school everyday	5.9	64.7	11.8	14.7	2.9	2.42	68(100)
My students participate actively in class	17.6	67.6	14.7	0.0	0.0	1.97	68(100)
My students perform well in class activities	8.8	61.8	29.4	0.0	0.0	2.21	68(100)
My students perform well in BECE	5.9	26.5	61.8	5.9	0.0	2.67	68(100)
My students perform well in extra curriculum activities (eg. Sports)	38.2	50.0	11.8	0.0	0.0	1.74	68(100)

Source: field survey, 2018 Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

4.15   Students' Performance

With regards to students' performance in curriculum and extra curriculum activities, from the Table 4.11, almost all the respondents agreed that their students participate actively in class, perform well in class activities, as well in extra curriculum activities such as sports and culture. With regard to students' punctuality to school, (14.7%) and (2.9%) disagree or strongly disagree respectively that student attend school every day while the remaining (82.4. %) are with a positive view that students attend school every day. For BECE results majority (61.7%) of the respondents neutral agree with the view that their students perform well while (32.4%) strongly agree and agree that their students perform well. Only (5.9%) disagree that their students perform well in the BECE.

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4.16   Summary of Statistics

The summary of statistics on the level of job satisfaction among teachers, level of motivation among teachers, incentives available to enhance teaching and learning and level of performance for both teachers and students in Wenchi Municipality presented below.

Table 4.12 Summary of Statistics

Item	Theme	Mean average
1	Satisfaction with remuneration	3.35
2	Satisfaction with reward / recognition	3.43
3	Satisfaction with relationship	1.78
4	Growth opportunity	2.82
5	Supervision / leadership style	2.14
6	Work environment / climate	2.80
7	Infrastructure and equipment	3.88
8	Teaching resource /aids	2.72
9	New skills in the field (in-set workshop)	2.70
10	Teacher performance	1.37
11	Students ' performance	2.20

Source: field survey, 2018   Key: % = Percentage   Rating: AS=1, A=2, NA=3, DA=4, SD=5

From the Table 4.12 the highest mean scores indicate dissatisfied, demotivated and not available while the lowest mean scores indicate satisfied, motivated and availability of incentives. The respondents' responses on issues such as; infrastructure and equipment, satisfaction with reward/recognition and satisfaction with remuneration as (3.88), (3.43) and (3.35) respectively indicate highest dissatisfaction. The next area of dissatisfaction and neutral indicated by respondents as the mean scores stands as (2.82), (2.80), (2.72), (2.70), (2.20), and (2.14) representing growth opportunity, work environment/climate, teaching resources/aids, skills new in-take, students' performance and supervision//leadership style respectively. The areas indicating satisfaction with mean scores as (1.78) and (1.37) representing satisfaction with relationship and teacher performance respectively.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1   Job Satisfaction

The purpose of the study was to investigate into motivation and job satisfaction and its effects on basic education certification examination in Wenchi Municipality. This chapter presents the discussions of results.

According to the objective one of this study, to investigate the levels of job satisfaction of teachers in public basic schools in Wenchi Municipality? These factors included remuneration, reward/recognition, and relationship. Remuneration factors such as salary, transfer grant and extra duties allowance majority of the respondents indicate dissatisfaction. This reaffirm the views of Salehi and Taghavi (2015) who indicated that, the only reasons that made teachers feel dissatisfied was payment and financial matters. Gilman (2017) also stated that monthly salaries, transfer allowance periodic adjustments to their salary scales, and leave allowance had to be realistic.

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Also means score and percentages for reward issues such as; teachers receiving rewards from Parents and PTA honouring teachers with, most of the respondents indicate dissatisfaction. This confirms that teachers receive fewer rewards for the duties they perform. Certainly, according to Hassard and et al. (2017), appraisal of one's job as achieving or facilitating of one's job values bring satisfaction or dissatisfaction. Also, Salehi and Taghavi. (2015) indicated that teachers need encouragement and motivation as well as students to do their job properly.

On the other hand, satisfaction with relationship, majority of the respondents indicates that there is a good relationship among teachers in Wenchi Municipality. This is in align with Robbins (2003), that both socio-emotional and cohesiveness – when individual join a group to drive emotional satisfaction and instrumental cohesiveness – interdependency of individuals to achieve a common goal – plays a signification role realising job satisfaction. Also align with Dorozynska (2017), findings that teachers are happy with working team.

5.2   Motivation

With research question two, "What are the levels of motivation among teachers in public basic schools in Wenchi Municipality? According to respondents' views on motivation issue such as opportunity to further education, majority of the respondents were happy with the opportunity to further their education while issues related to scholarship for further studies, the respondents supported the statement that they do not enjoy scholarship. About the promotion processes being cumbersome more than half of the respondents supported the statement. The findings reaffirm Nyamnubi (2017), lack of timely promotion

hindered their readings to serve their employer and not getting salary increments, let teachers feel disappointed. On the other hand, majority of teachers were happy with the leadership style. This supports Dorozynska (2017), good school management and positive relationship give positive job satisfaction.

Also, the mean scores and percentages for work environment issues like; staff common room and parents supporting students with learning material most of the teachers indicated that, they do not have quiet place to perform their duties, and also, parents support for their wards education is not encouraging. On the other hand, there is a good tone and the societies also respect teachers which show a good sign of motivation. The findings reaffirm Nyamuba (2017), teachers express satisfaction with teaching when they perceive that community members recognise and respect their contribution to education.

5.3   Incentives

With the research question three, "what type of incentive does teachers in Wenchi Municipality need to increase their level of job satisfaction and to motivate them to perform their duties well? Respondents' views on issues related to infrastructure and equipment to support teaching and learning such as, classrooms, teachers' quarters, library, laboratories/computers and canteen were not available to enhance teaching and learning. This does not augur well for standard performance of the schools. Especially laboratory and library which are important learning places for both teachers and students were not available. Certainly, according to Nyamubi (2017), for teachers to devote their efforts to service the community (school), they need properly supplied with things necessary for them to accomplish their duties. He cited an example as laboratories. The findings indicate

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that apart from classroom other infrastructures post dissatisfaction for teachers in Wenchi Municipality. The findings have also shown that teaching resources/aids are not problems for teachers in Wenchi Municipality, and therefore they are satisfied. Also teachers were satisfaction with new skills in the field of teaching.

5.4   Performance

Finally, with research question four, "What are the factors that affect performance? According to respondents' views on teacher performance issues, almost all the mean scores indicated that teachers perform their work well. This indicates that teachers in Wenchi Municipality perform their duties well. On the other hand, mean and percentage of BECE results show neutral satisfaction, indicates that most teachers cannot show clear stand on their students' performance in BECE because the passing percentages of schools are not encouraging in Wenchi Municipality. This implies that teachers perform their work well but the students BECE results do not merit with the teachers' performance. The infrastructure finding was showing high rate of dissatisfaction and which may account for the average performance in BECE. According to Nyamubi (2017) Government and community failure to meet basic infrastructure standards when a school is established put a strain on teachers.

5.5   Summary of Statistics

With regards to the summary of statistics of issues related to; level of job satisfaction among teachers, level of motivation among teachers, incentives available in

basic schools in Wenchi Municipality. The various mean scores for issues related to remuneration, reward/recognition, infrastructure and equipment indicated the highest areas that respondents were not satisfied and unhappy with. On the other hand, respondents show neutral satisfaction with issues such as supervision/leadership style, students performance, new skills in the in the field of teaching, teaching resources/aids, work environment /climate and growth opportunities. While respondents acted positively towards teacher performance and relationship issues.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1   Study Overview

This chapter presents the summary, conclusions emanating from the study and recommendations for promoting teachers' level of job satisfaction and motivation in basic schools.

The issue of teachers' job satisfaction in schools has been of great concern not only to teachers but also the education enterprise as a whole. The findings of this study were analyzed with descriptive survey which was basically to find out the level of job satisfaction of teachers in basic schools. The primary purpose of the research was to identify the factors that contribute most to the job satisfaction of teachers in basic schools.

The study which was conducted in the eight basic schools (8) in the Wenchi Municipality had a population of one hundred and forty-four (144) teachers. The study, using the simple random technique, selected 72 teachers from the eight basic schools, which two schools were selected from each circuit.

A questionnaire developed by the researcher with the assistance of the supervisor was used to collect data for the study. The first part of the questionnaire sought the demographic data of respondents while the second part was meant to solicit the level of job satisfaction of the respondents in terms of how they are motivated with items provided. The questionnaires with pens were personally delivered and collected from the respondents as a strategy to increase the rate of return. The researcher collected 68 questionnaires out

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of 72 questionnaires sent out. Descriptive statistics such as percentages and mean were used to analyze the data.

6.2 Summary of Findings

On level of job satisfaction;

(i) The study revealed that, teachers were not satisfied with factors related to salaries and emolument such as allowances and transfer grants.

(ii) With regards to issues related to rewards most teachers were not satisfied but they were satisfied with how the circuit supervisors and the PTAs appreciate their work.

(iii) Generally, teachers were satisfied in terms of staff relations issues. These issues included the level of team play, support from colleagues, cordial relationship with head, students' parents, and people in the community.

On the level of Motivation;

(i) In terms of growth opportunities teachers were satisfied with the opportunity for higher studies and yearly incremental steps but were dissatisfied with promotion related issues and scholarships.

(ii) With regards to issues relating to administration, the general indication was that teachers were satisfied. Most of them indicate that they were satisfied with the leadership style of both the headteachers and the circuit supervisors.

(iii) Teachers were satisfied with the tone of the school and how the society perceive teaching profession but dissatisfied with how parents support their wards education and the condition of their staff common rooms.

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On the Level of Incentives;

(i)   With regards to infrastructure and equipment to enhance teaching and learning, most teachers were dissatisfied with facilities available such as library, laboratory and teachers quarters for accommodation. However, teachers were satisfied with classrooms available.

(ii)   In terms of teaching resources /aids teachers were satisfied with stationery supply by their headteachers but not with reading materials and computers that help teachers to deliver their lessons.

(iii)   Generally, teachers indicated that they prepare and delivery their lessons well. They also indicated that they perform extra curriculum duties and other duties related to the teaching profession.

On the factors that affect Performance;

(i)   Performance and students' performance in classrooms and extra curriculum activities such as; sports, culture, quizzes and others. Teachers were neutral or indifferent with BECE performance which indicates that teachers cannot show clear stand on their students' performance in BECE because the passing percentages of schools are not encouraging in Wenchi Municipality. This implies that teachers perform their work well but the students results do not merit with the teachers' performance.

6.3   Conclusions

Basic schools teachers play a vital role in the development of the nation citizenry. As a result of this, there is the need for Ghana as a nation to be concerned with issues pertaining to the efficiency of the services basic schools teachers' render. One of such issues which need to be improved is job satisfaction and motivation as it exists among teachers in basic schools in Ghana.

From the results of the study, a number of conclusions could be drawn. With the level of job satisfaction of teachers in basic schools, respondents were satisfied with relationship among teachers and headteachers, teachers and circuit supervisors and among teachers themselves but indicated dissatisfaction in remuneration and awards/recognitions accorded them.

Therefore, it is important to state that the management of basic schools will have to be recommended for encouraging good interpersonal relationships among teachers and even extending it to the school and the community. In other words, good interpersonal relationship among staff could be regarded as a bargaining force which makes it possible for teachers perform their duties well even if they are not satisfied with other factors associated to the teaching profession.

With regards to level of motivation among teachers in basic schools in Wenchi Municipality, respondents indicated demotivation with issues such as; scholarship, GES promotion, parents supporting their wards education, and lack of staff common rooms. On the other hand, respondents indicated that they were happy with the good tone of the schools, interpersonal relationship, leadership style, and opportunities to further their education.

The major areas respondents expressed dissatisfied was unavailable of incentives such as; teaching materials, equipment/infrastructure, induction training and in-service training. Providing the needed teaching materials and equipment may help to boost their environment and they are also going to make the best used of it to mould children, for them to become good citizens.

Finally, the study revealed that teachers perform their duties well as well as students being very active in classroom and outside classroom activities but respondents indicated neutral on BECE results. The BECE analysed showed that either the teachers or students were not doing enough or the insufficient of teaching and learning facilities has affected BECE results.

6.4   Recommendations

Education which is the teacher's job is central to national development and basic education being the child foundation for development is crucial for future manpower development. This implies then that the basic school teacher is one of the greatest agents of development that society can ever consider. To this end, there is the need to consider ways of improving the lot of teachers so that they can give off their best in the training of the future leaders. Therefore based on the results of the study and conclusion drawn, the following recommendations are made:

1. Government joining hands with NGOs should provide basic schools with facilities such as; libraries, laboratories, adequate text books and teachers quarters for accommodation to boost the morale of teachers in their profession.

2. Although the single spine salary structure (SSSS) had already been designed, government should consider extra curriculum activities allowances for teachers in basic schools.

3. Government should mandate PTA and other stakeholders to reward teachers locally in their various schools in a small way which can create competition among teachers in the basic schools.

4. With the ever-increasing technology, teachers in the basic schools need to be given training, through workshops to equip teachers with modern methodologies.

6.5   Further Research

1. There is enough evidence to indicate that incentives like learning material and equipment effected teachers' motivation and job satisfaction. This can be further investigated with the same population on the challenges of learning materials and equipment that affect teachers work in the basic schools.

2. For the better understanding of the non-performing of students in BECE, it is necessary to conduct a research into the challenges that the resent showing 'Tele novellas' and media effecting basic schools performance.

3. Research could also be conducted on the lack of parents supporting their wards education effects teachers work and students BECE results.

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APPENDIX A

QUESTIONNAIRE

I am KYILEYANG MARY a student of University of Education Winneba.

The purpose of this questionnaire is to solicit information with regards to motivation and job satisfaction and the effects on BECE results in Wenchi Municipality. The research is for the purpose of writing a dissertation as part of the requirement of the award of Master Degree in Educational Leadership. Your candid and objective response will contribute a strong empirical basis for determining the motivation and the level of job satisfaction of teachers and its effects on BECE results.

You are kindly requested to respond as objectively as possible to the items in the questionnaire. Confidentiality in respect of whatever information you may give is fully assured.
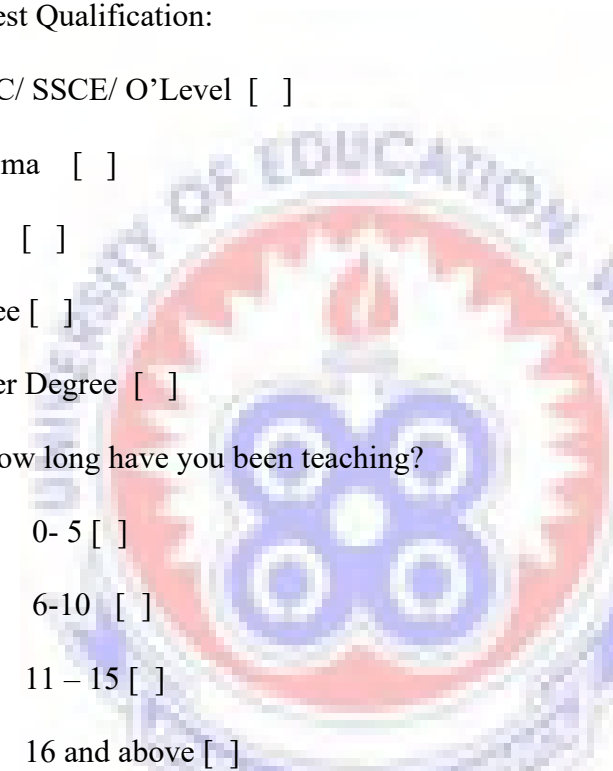
There is no penalty related to your response and I only need your honest and candid response. This is purely for an academic exercise.

Thank you.

SECTION A

Demographic Data

Please tick or write appropriate responses.

1. Level you teach: KG [ ]   Primary [ ]   JHS [ ]

2. Highest Qualification:

a) MSLC/ SSCE/ O'Level [ ]

b) Diploma   [ ]

c) HND   [ ]

d) Degree [ ]

e) Master Degree [ ]

3. For how long have you been teaching?

   a)   0- 5 [ ]

   b)   6-10 [ ]

   c)   11 – 15 [ ]

   d)   16 and above [ ]

SECTION B

JOB SATISFACTION ISSUES

In the following items, please select the response that is most appropriate to you by indicating your level of satisfaction with the item.

	ITEMS Area of satisfaction	Strongly agree	Agree	Neutral	Dis agree	Strongly disagree
A	**Satisfaction with Remuneration**					
1	My monthly salary can solve my basic needs.					
2	I enjoy Regular salary					
3	I enjoyed transfer grants.					
4	I enjoyed allowances for extra responsibilities.					
5	I have fringe benefits associated with my work.					
B	**Satisfaction with Reward/Recognition**					
1	I have been receiving rewards for performing my duties well.					
2	I receive rewards from parents					
3	My circuit supervisor appreciates the work I do.					
4	The P.T.A recognises my effort in the school.					
5	The P.T.A honour teachers with certificate.					
C	**Satisfaction with Relationship**					
1	I enjoyed the spirit of team work among colleagues.					
2	I enjoy moral support from my colleagues at work.					
3	I have good relationship with my head					
4	I enjoy the friendly atmosphere in the community					
5	I enjoyed cordial relationship with parents.					

For each of the following statement about motivation, please select the most appropriate response that indicating your level of motivation.

	MOTIVATION ISSUE	Strongly Agree	Agree	Neutral	Dis agree	Strongly Disagree
A	**Growth Opportunity**					
1.	I have the opportunity to further my education.					
2.	I have enjoyed scholarship for further study.					
3.	I enjoyed yearly incremental steps.					
4.	My promotion comes on regular basis.					
5.	GES promotion process is cumbersome.					
B	**Supervision/ leadership style**					
1	My headteacher involves me in decision making.					
2	My headteacher gives orders.					
3	My head pre-inform and plan with me before observing my teaching activities.					
4	I am satisfied with the style of supervision of my head.					
5	I am satisfied with the style of supervision of my circuit supervisor.					
C	**Work environment/climate**					
1	I enjoy the conducive working environment.					
2	My school has a conducive staff common room.					
3	My school has a good tone (eg. serious academic work, relationships etc.)					
4	Parents support their wards education.					
5	The society has good perception about the teaching profession					

For each of the following statement about incentives please indicate the extent to which you agree, using the following scale

	INCENTIVES ISSUES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	**Infrastructure and Equipment**					
1	My school has enough classrooms that enhance teaching and learning.					
2	I stay in teachers' quarters.					
3	My school has a library.					
4	My school has a computer Laboratory.					
5	My school has a canteen.					
B	**Teaching resource/aids**					
1	My school has adequate computers that enhance teaching and learning.					
2	My school library has been stalked with reading materials					
	My head provides lesson note book for lesson preparation.					
3	My head provides cardboard and other items for the preparation of TLMs.					
4	My head provides pupils' attendance book and continuous assessment book for records.					
C	**NEW SKILLS IN THE FIELD (In-set/Workshop)**					
1	The school always organise induction training for new teachers.					
2	My headteacher organises In-Set every term.					
3	I attend GES workshops every year.					
4	I participate in other seminars and training workshops organised by NGOs					
5	I attend cluster of schools In-Set every year.					

For each of the following statement about performance please indicate (by ticking) the extent to which you agree, using the following scale:

A	Teacher Performance	Strongly agree	Agree	Neutral	Dis agree	Strongly Disagree
1	I am punctual and regular to school always					
2	I prepare my scheme of work and detailed lesson notes					
3	I deliver my lesson effectively every day.					
4	I prepare regular test items and administer them.					
5	I mark pupils' attendance book and records their class activities.					
5	I give guidance /counselling to my students					
B	**Students Performance**.					
1	My students attend school everyday.					
2	My students participate actively in class.					
3	My students perform well in class activities					
4	My students perform well in BECE.					
5	My students perform well in extra curriculum activities (e.g. sports and culture)					