

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT (AAMUSTED), KUMASI

TEACHER MOTIVATION AND ITS EFFECTS ON STUDENTS ACADEMIC
PERFORMANCE: A CASE STUDY OF PUBLIC SENIOR HIGH SCHOOLS IN
OFFINSO MUNICIPAL



**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah –
Menka University of Skills Training and Entrepreneurial Development
Kumasi in partial fulfillment of the requirements for award of the Master of Arts in
(Educational Leadership) degree**

DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

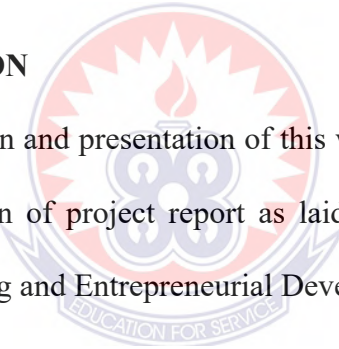
I, Matilda Apuswin Atia, declare that this dissertation, with the exception of questions and references in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by The Akenten Appiah - Menka University of Skills Training and Entrepreneurial Development (AAMUSTED), Kumasi



NAME OF SUPERVISOR:..... Dr. Samuel Adu Gyamfi

SIGNATURE:

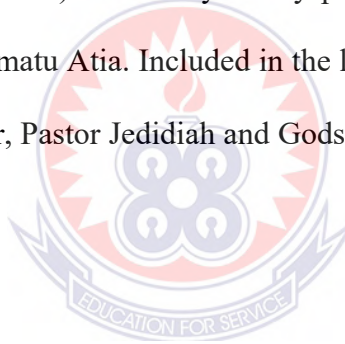
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DEDICATION

To my dear husband, Mr. Wepia Alo and my lovely children, Othniel Andre Asoweh Alo,
Monalisa Welam Alo and Nelissa Wepolawu Alo.



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ABSTRACT

One of the important factors in realizing educational objectives at the senior high school level is the role of the teachers. Motivation within the educational set up. The poor academic performance of students towards educational aims and objectives could be associated to the low motivation of teachers most especially at the senior high schools. The purpose of this study is to investigate the level of teacher motivation and its effects on students' academic performance. The study population comprised teachers in three (3) public senior high schools in the Offinso municipal. The study employed quantitative methodology which made use of questionnaire to collect field data. A total sample size of 100 teachers made of 73 males and 27 females selected through simple random sampling participated in the study. The study results revealed that majority of teachers found themselves in the teaching field because of the interest they had in teaching. They were however not satisfied with their current salaries especially when compared with their colleagues with the same qualification in other organizations. Improvement in salaries and allowances was found to be the best incentives to be committed to their work. The study recommends that government in collaboration with Ghana Education service (GES) should make salaries, incentives, job security, and working conditions of teachers' policy priorities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations exist because there are human beings who direct their existence. It is important to remember, however, that individuals are only assets in so far as they choose to invest knowledge and skills that benefit their organizations. This implies that, in a nation or an organizational setup, the most important of all the resources (assets) is the human resources. This partly accounts for the current interest in Human Resource Accounting (HRA), given that apart from it being important, it is also the most expensive and difficult to retain. Utuka (2001) echoing what has been alluded to, earlier by Schultz (1980) noted that human capital is an important input and forms the basis for wealth creation. It is the active agent of production which accumulate capital, exploit natural resources, build and develop social, political and economic organizations, and plan national development programmes. Countries must therefore, develop the skills and knowledge of their people and utilize them effectively in order for the nation to develop. This brings to the fore the importance of education. This is evidenced by the fact that, at the time of Ghana's independence, countries that invested heavily in education have higher per capital income now than countries that did not (Pasha et al, 1999). At the core of a nation's human capital formation is the teacher. Although modern infrastructural facilities are essential in educational institutions, it is largely the work of the teacher that determines the degree of success or failure in the institution's effort to contribute towards the achievement of national educational development goals. It is the teacher who gives the institution its credibility and determines its character. The teacher is the vehicle through which knowledge is generated and skills developed (Wicke, 1964). Therefore, the role of the teacher in human capital formation is very critical and

hence, whatever is required to boost the morale and retain teachers in our educational institutions is of paramount importance. Recognizing that, the teacher is both an embodiment of human capital and also the channel through which the human resource of a nation is developed.

The relevance of job satisfaction and motivation are therefore, very serious to the long-term growth and development of any educational system. They probably rank alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of an educational system's success and performance. Professional knowledge, skills and core competencies occur when one feels effective in one's behaviour. Professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

The above factors are closely similar to efficacy, and, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work cannot be over emphasized and are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, job satisfaction in this context is the ability of the teaching profession or job to meet teachers' needs and improve their job/teaching performance. Interest in job motivation and satisfaction has attracted attention in recent years. For decades, researchers have been concerned with the job satisfaction, job performance relationship. The implicit assumption guiding this research has been that a happy worker is a productive worker. Research on the topic of job motivation has been conducted in the past 65 years (Koutelios, 2001). It is estimated that there are over 5000 studies of job motivation and satisfaction which have been published as at 1992. Much of these researches have been based on

the explicit assumptions that the lack of job satisfaction and motivation is a potential determinant of absenteeism, high labour turnover, in-role job performance and extra role behaviours and also that, the primary antecedents of job attitude are within management ability to influence. Teachers in Ghana as elsewhere are expected to render a very high job performance, and the Ministry of Education (MOE) is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and context of education's motivational methods and tools cannot be over emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2004, 2005).

This explains why nations and organizations have become interested in motivation which leads to job satisfaction of their employees with the view to retain, maintain and utilize them to the best of their abilities. Most research on teachers in Ghana has concentrated on the recruitment of teachers and how it affects retention (Utuka 2001; Asmah, 1999), without examining what teachers are looking for in their work. According to Ingersoll (2001) recruitment programs would not solve staffing problems in schools; instead, the organizational causes of low teacher retention should be considered.

One factor driving the need to support teachers is the critical and growing shortage of professional staff in public schools. Equally worrying is that, new teachers to the profession continue to leave in large numbers. Available evidence shows that, up to, 30 percent of new teachers posted in more deprived districts leave within the first 5 years in the USA (Darling-Hammond, 2001). Data on Ghana's situation is not readily available, but the attrition rate of teachers may not be different if not worse. For example, a study on causes and consequences of

teacher attrition in Senior High Schools (SHS) in the Greater Accra Region, it was discovered that 88 percent of the respondents (94% males and 86% female teachers) indicated their intention to leave the teaching profession (Spio, 1999). Given these statistics, the necessity for retaining teachers, particularly in critical areas, is evident.

In a study conducted by Ingersoll (2001), that specifically examined employee dissatisfaction in both public and private school, it was discovered that “school staffing problems are not primarily due to teacher shortages but to excessive demands resulting from a 'revolving door' where large numbers of qualified teachers depart their jobs for reasons other than retirement”. Ingersoll (2001) notes, as do Maslach and Leiter (1997), that previous data on job dissatisfaction and turnover had centered on the individual. Viewing the school as an organization, Ingersoll argues that there are characteristics and conditions that have been overlooked or discounted in previous research. He finds four factors, including insufficient support from school administration; discipline problems with students; insufficient participation in school-wide decision-making; and low salary to be of equal cause for both the migration of teachers between schools and in their actual leaving of the profession. The evidence worldwide suggests that a lot of research has been done on job satisfaction in the business sector, a few in the educational sector, especially on teachers (Oshagbemi, 2003), hence, the need for research on teachers' motivation / job satisfaction and its effects on students' academic performance. In Ghana of late, public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination (WASSCE) results. Student's learning outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor results. To them, it is a question of whether or not teachers in the

public schools, the most important factor in the quality of child's education, are motivated to teach effectively. As in the view of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. According to Mayer (1960), a teacher's influence can be unlimited and his/her ideas can affect thousands. He further states that one of the foremost problems of education has to do with recruitment and preparation of teachers. Recognizing this and the fact that students' performance at the senior high school level cannot be improved without the conscious effort of teachers who are well equipped, the government of Ghana has initiated certain policies aimed at improving the quality of teachers at the basic and Senior High School level.

The Teaching Training Colleges have been upgraded into Colleges of Education to offer better training to teacher trainees. There is again, Distance Education and Sandwich Programmes organized by universities for teachers who are willing to upgrade themselves. Research has shown that the quality of teaching makes a considerable difference in students learning and performance. This implies that acceptance learning outcomes can be attained if teachers are not only well equipped, but well-motivated too. Teacher motivation has to do with anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. The success of any system of education depends to a large extent on the number of teachers, their quality, devotion to duty, and effectiveness on the job. It is a result of this central position of the teacher that it is often said that no educational system can rise above the quality of its teachers.

However, in Ghana like other developing nations, much attention has not been paid to teacher motivation issues and this reflected in the deteriorating teaching performance and

learning outcomes especially at the basic and secondary school levels. Studies have shown that teachers suffer from a lack of work motivation more than any other professionals. At the centre of poor performance of students is the issue of inadequate motivation. Low remuneration and poor conditions of service hinder our teachers from delivering quality service. In addition to financial rewards, capacity building training will be helpful and recipients must justify investment made in them by passing prescribed training tests. We need to make our teachers feel proud of their profession rather than perceive it as a means to an end. Godwyll and Ablenyie (1996), indicated in their research that the major reasons why Ghanaian teachers leave the profession include inadequate salary, low prestige for teachers and lack of opportunities for promotion. The Education For All (EFA) report of 2005 also revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with a reasonable standard of livings. These findings point to the fact that teachers in Ghana are not adequately motivated and the effect of this is poor academic performance of students.

Motivated teachers always look for better ways to do their teaching, they are more quality oriented, and are more productive. This means that motivated teachers are determined to give their best to achieve the maximum output. Motivation can be in the form of regular payment of salary, fringe benefits such as, allowance, bonus on the job training, promotion of teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers' general wellbeing. Maicibi (2003) also opined that all institutions or organizations are made of human beings (workers) and other non – human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best human resource. The implication of this

opinion is that well trained and motivated teachers in public schools if well deployed to the schools will bring about well-rounded students who will perform academically well in our basic and senior high schools. Most teachers are trained and have clear goals to guide their teaching, but good motivation for teachers and learning materials seem to be inadequate.

Review of researches in the field of teachers' motivation to work establishes the fact that it is a neglected area. The issue of teacher motivation if not properly addressed would continue to hamper performance, cause stress, dissatisfaction and frustration which would subsequently reduce the student quality output. On this ground, this study is undertaken in Offinso Municipal to investigate the issues affecting teachers, especially to find out from teachers what motivate them to go into teaching, their motivational levels in teaching public Senior High schools, the best incentives that can motivate them to be committed to their work. Also to ascertain factors that are responsible for poor academic performance of students, measures that can be used to address them, and the relationship between teacher motivation and students academic performance.

1.2 Statement of the Problem

Teaching and learning are aimed at influencing the learner. It is an undeniable fact that effective teaching and learning take place only when the environment is conducive for both the teacher and the learner. The absence of motivation may have a negative effect on the standard of education in the country as the students will be deprived of the needed knowledge. Teachers who impart knowledge or build and mould character of students should be motivated adequately because motivation is the key to performance and improvement.

In Ghana, the basic and second cycle level of education comprises six-year primary, three year JHS and three year SHS (Ministry of Education, Youth and Sports, 2004). The JHS is the entry stage for a comprehensive Senior High School (SHS) training in vocational, technical, agriculture and general education. It is also a preparatory stage for a structured scheme of apprenticeship. A good performance at these levels must therefore be seen as the preparatory stage of education and the determining entry point into further levels of education in Ghana. Such performance is measured through externally supervised examinations conducted by West African Examination Council (WAEC) on behalf of Ghana Education Service (GES) called the Basic Education Certificate Examination (BECE) and West African Senior School Certificate Examination (WASSCE). Selection and placement of pupils to SHS and Technical/Vocational Institution are based on pupils' performance at the BECE. Results from the BECE are the yardstick for the measurement of quality education at the basic level and results from the (WASSCE) will determine the kind of tertiary institution one can attend. It is also a yardstick for the measurement of quality education by many parents/ stakeholders in Ghana. Poor performance in these areas therefore can become a great source of worry to majority of parents and stakeholders

During the last couple of years, academic performance of the Senior High schools based on West Africa Senior School Certificate Examination (WASSCE) results showed under performance and this can be a major concern for Ghanaians.

Available data from the three Senior High schools in Offinso Municipal showed that performance in the West Africa Senior School Certificate Examination (WASSCE) in the past couple of years is not something to pride on. The tables below show Dwamena Akenten

Senior High School, Namong Senior High Technical School results and St. Jerome Senior High School Abofour in the West Africa Senior School Certificate Examination (WASSCE).



Table 1.2.1

DWAMENA AKENTEN SENIOR HIGH SCHOOL																					
2020/2021 WASSCE RESULTS ANALYSIS																					
		20	21	20	21	20	21	20	21	20	21	20	21	20	21	20	21	20	21	TO	TAL
		A1	A1	B2	B2	B3	B3	C4	C4	C5	C5	C6	C6	D7	D7	E8	E8	F9	F9	20	21
1	SOCIAL STUDIES	12	21	20	24	109	96	68	46	68	53	148	98	77	127	84	112	333	392	925	981
2	ENGLISH LANGUAGE				1	9	20	16	19	33	27	161	116	226	140	218	171	256	481	925	981
3	CORE MATHS	6	2	14	2	67	15	29	14	48	19	142	76	176	143	209	240	228	461	925	981
4	INTEGRATED SCIENCE	1	1	1	6	23	42	16	40	33	55	114	153	112	313	200	281	418	77	925	981
5	BUSINESS MANAGEMENT	2		1	2	16	3	8	1	15	3	18	2	16	2	10	1	25		117	15
6	FINANCIAL ACCOUNTING			1		4	1	1				3	1	12	1	27	5	68	5	117	15
7	PRIN OF COST ACCTS	1				6		3	1	2		11	1	20	1	33	1	40	3	117	8
8	CHRISTIAN RELIGIOUS STD.	9	4	9	9	44	39	19	27	24	23	47	79	11	49	20	61	80	213	267	509
9	ECONOMICS	1		7		10	5	17	5	23	12	76	84	47	66	66	113	247	429	499	721
10	GEOGRAPHY	4	3	4	3	17	42	11	30	17	44	46	104	39	105	49	83	56	25	248	443
11	GOVERNMENT	17		15	3	46	24	22	18	18	13	34	48	33	45	31	72	57	243	275	470
12	HISTORY	15	2	13	3	56	17	13	18	10	18	28	61	3	17	2	32	6	65	150	236
13	LITERATURE-IN-ENGLISH								1			7	11	4	8	6	13	158	62	177	96
14	TWI(ASANTE)	5	6	8	12	29	61	6	14	8	31	14	57	9	36	6	30	4	9	89	263
15	ELECTIVE MATHEMATICS	2		3	1	15	4	9	1	9	3	21	7	48	16	51	27	182	125	344	187
16	BIOLOGY					11	1	10		14	1	50	18	36	24	65	41	78	147	265	235
17	CHEMISTRY	1				3	2	2		2	2	27	18	18	17	36	20	141	17	232	79
18	GENERAL AGRICULTURE					1		2	3	4	1	12	2	18	4	35	5	46	10	118	25
19	PHYSICS					2				1	2	9	1	13	5	35	16	54	27	114	54
20	ANIMAL HUSBANDRY	3		3	1	11	2	9	3	4	5	14	4	23	6	21	2	30	2	118	25
21	CLOTHING AND TEXTILES									2		2	4	3	1	3	3	21	44	31	52
22	FOOD AND NUTRITION		1		3	5	28	16	25	18	29	36	33	10	6	10	1	24	3	120	129

23	MANAGEMENT IN LIVING					1	4		1	1	1	11	5	39	30	43	62	55	78	151	181
24	GEN KNOWLEDGE IN ART		4			24	8	9	8	13	6	36	23	18	30	21	42	25	64	151	181
25																					
26																					
27																					
28																					

SOURCE: WAEC WEST AFRICAN SENIOR HIGH SCHOOL CERTIFICATE EXAMINATION ANALYSIS 2020/ 2021



1.2.3 Dwamena Akenten SHS WASSCE Results Analysis in Aggregate

AGGREGATE	2020	2021	NO OF A's RECORDED			
					2020	2021
6						
7			8			
8			7			
9			6			
10		1	5			
11			4	2	1	
12			3	4	3	
13	2		2	6	4	
14	3	1	1	47	25	
15	3					
16		1				
17	3	2				
18	1					
19	2	2				
20	6	3				
21	6	1				
22	3	1				
23	6	3				
24	8	3				
25	5	4				
26	8	13				
27	12	5				
28	13	8				
29	14	11				
30 +	244	188				
No Aggregate	296	219				

NO OF F's RECORDED			
		2020	2021
	8	47	10
	7	87	48
	6	65	99
	5	64	115
	4	70	140
	3	94	138
	2	115	141
	1	145	141

SOURCE: WAEC WEST AFRICAN SENIOR HIGH SCHOOL CERTIFICATE EXAMINATION ANALYSIS 2020/ 2021

Table 1.2.4 NAMONG SENIOR HIGH TECHNICAL SCHOOL WASSCE RESULTS ANALYSIS

S U B J E C T'	PASS RATE (A1 - C6)							
	2014	2015	2016	2017	2018	2019	2020	2021
Social Studies	45.84	70.52	45.51	78.16	96.85	86.56	39.79	11.67
English Language	43.82	33.00	33.24	20.88		27.23	22.77	16.75
Maths (Core)	5.94	11.3	86.73	28.16	38.53	76.55	98.16	
Int. Science	6.53	9.17	55.35		94.3	84.89	18.06	40.91
Economics				8	81	76.79	61.14	88.98
Biology				50	76	2.05	53.94	34.82
Food & Nutrition				45	80	98.33	78.57	52.78
Mot-in-Living				24	51	53.06	26.35	76.89
Geography				71	48	65.53	88.80	
Government				92	97	9.08	77.08	43.90
Maths (Elective)						60.8	88.71	7.10
Christian Rel. Std				58		89.87	19	31.74
History				64	89	88.75	100.00	22.86
Chemistry				23	33	60.71	77.63	38.67
General Agric.				62	93	57.14	65.38	1.33
Physics				8	63	51.43	77.70	2.50
Animal Husbandry				62	77	57.14	81.8	22.97
Twi				92	98	72.54	88.89	
Clothing					24	26.67	68.29	85.37
Gen. Know. In Art				66	99	91.67	94.76	97.48
French				100	98	35.62	100.00	92.77
Literature				4	0	0.00	0.00	50.00
Applied				100	100	100.00	97.14	87.23
							7.50	31.43
Graphics				94	100	76.47		15.95
Sculpture				100	100	94.1	100.00	96.05
B. Management					80		100.00	83.33
Costing				93	100	100.00		0.00
Accounting				100	100	100.00	95.00	92.68

						00.00		
Leather			59	85	88.24	1.37		
Building			100	90	52.94	4.35		21.57
Music			100		100.00			78.95
Metal			100		100.00	100.00		100.00
Wood			100	100		100.00		76.92
					100.00	100.00		71.43

SOURCE: WAEC WEST AFRICAN SENIOR HIGH SCHOOL CERTIFICATE ANALYSIS

2014 - 2021



**Table 1.2.6 ST JEROME SENIOR HIGH SCHOOL WASSCE RESULTS ANALYSIS
2021 WEST AFRICAN SENIOR HIGH SCHOOL CERTIFICATE ANALYSIS**

SUBJECT	A1	B2	B3	C4	C5	C6	D7	E8	F9	**	X	TOTAL	% PASS	
													E8	C6
SOCIAL STUDIES	1	3	30	16	22	46	46	67	181	0	2	416	56.01	28.85
ENGLISH LANGUAGE	0	0	11	22	53	147	91	47	43	0	2	416	89.18	56.01
MATHEMATICS (C)	1	10	77	79	69	115	47	9	7	0	2	416	97.84	84.38
INTEGRATED SCIENC	2	2	16	16	13	88	156	97	19	5	2	416	93.75	32.93
ECONOMICS	0	0	14	18	25	73	49	77	88	9	1	354	72.32	36.72
BIOLOGY	0	0	1	2	1	12	23	30	20	0	1	90	76.67	17.78
FOOD & NUTRITION	0	0	18	21	11	21	2	1	0	0	1	75	98.67	94.67
MGT IN LIVING	0	5	20	7	9	29	16	8	3	0	1	98	95.92	71.43
GEOGRAPHY	2	15	96	35	27	20	8	6	11	0	0	210	95.92	71.43
GOVERNMENT	5	6	32	35	26	43	37	15	2	0	0	210	99.52	42.86
TWI (ASANTE)	0	1	42	12	9	25	14	4	27	0	0	109	94.76	70
CRS	0	1	9	6	6	9	11	13	3	0	0	69	98.17	81.65
MATHS ELECTIVE	1	1	12	10	10	20	11	6	3	0	2	75	79.71	44.93
CHEMISTRY	0	0	2	0	1	7	9	15	6	0	1	62	94.67	.72
GENERAL AGRIC	0	0	0	0	0	3	9	8	0	0	1	24	54.84	16.17
ANIMALHUSBANDRY	0	0	0	0	2	7	5	6	0	0	1	24	83.33	12.5
GEN. KNOWL. IN ART	1	5	7	4	0	26	10	11	7	0	0	70	83.33	37.5
GRAPHIC DESIGN	0	2	9	3	4	14	3	12	10	0	0	47	91.43	61.43
LEATHER WORK	0	0	9	2	5	12	14	5	0	0	0	47	100	59.57
PHYSICS	0	0	0	0	0	1	4	3	1	0	0	15	53.33	6.66
CLOTHING &TEXTILE	0	0	0	1	1	7	1	3	10	0	0	23	56.52	39.13
HISTORY	0	0	4	3	2	1	1	1	0	0	0	12	100	83.33
LIT. IN ENGLISH	0	0	0	0	3	5	1	2	1	0	0	12	91.67	66.67
FRENCH	0	1	5	1	3	2	0	0	0	0	0	12	100	100
BUSINESS MGT	0	0	0	0	0	2	0	2	5	0	1	10	40	20
FINANC. ACCOUNT.	0	0	0	0	2	6	1	1	0	0	0	10	100	80
COST ACCOUNTING	0	0	0	0	0	2	2	0	2	0	0	6	66.67	33.33
TOTAL	13	52	414	293	304	745	571	449	452	17	18	3328		

SOURCE: WAEC WEST AFRICAN SENIOR HIGH SCHOOL CERTIFICATE ANALYSIS

Some teachers have left the teaching in public schools for greener pastures abroad. Although it is believed that the reward for teachers is in heaven, there is no doubt about the fact that limited or no motivation for teachers in terms of incentives and other motivational factors may drastically reduce their morale which may in turn have a negative impact on pupils, students' performance in basic and senior high schools as mentioned above.

This study is undertaken to investigate the issues affecting teachers, especially to find out from teachers what motivate them to go into teaching, their motivational levels in teaching public Senior High school in the Municipal, the best incentives that can motivate them to be committed to their work, also to ascertain factors that are responsible for poor performance of students, measures that can be used to address them and the relationship between teacher motivation and academic performance.

1.3 Objectives of the Study

The broad objective of the study is to find out the level of teacher motivation and its effects on students' academic performance. However, the specific objectives of the study are:

1. To access the motivational levels of teachers in the Offinso Municipal.
2. To ascertain factors accounting for poor academic performance of students at the Senior High school level.
3. To identify measures that can be used to enhance students' academic performance.

1.4 Research Questions

The research questions of this study are:

1. What is the level of motivation among teachers in the Municipal?

2. What are the factors responsible for student's poor academic performance?
3. What measures can be used to enhance student's academic performance?

1.5 Significance of the Study

This study would be useful to policy makers and educational planners to become aware of the problems associated with teachers' working and living conditions of service needs that contribute significantly to improvement in academic performance and job satisfaction among teachers in Ghana and Offinso Municipal in particular.

This study would also come out with recommendations based on valid data analysis for government and non – government organizations that have interest in education to help put measures in place to ensure better performance from teachers especially, when academics performance of students at WASSCE is falling.

The study will also identify and make appropriate recommendations to GES in relation to factors responsible for poor academic performance in Offinso Municipal and suggest measures to solve these problems.

The outcome of this study would be an additional reference material to the stake holders in education in designing strategies to deal with increasing falling standards of education. Finally, the study would serve as a source of literature for further researches in similar fields of study.

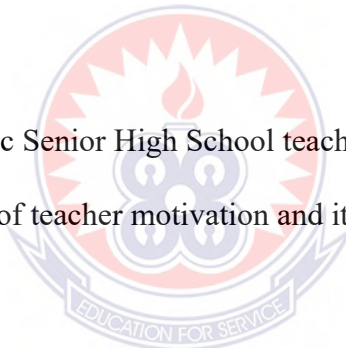
1.6 Limitations of the Study

Most of the teachers were not at post at the time of the collection of questionnaires and this reduced the return rate. Although there was a 100% return of the questionnaires, it took many visits to the schools and this delayed the preparation of this piece work.

This work was not done without hurdles. Also, this study covers only three (3) Senior High School Teachers in the Offinso Municipal in the Ashanti Region of Ghana. It would therefore be difficult to generalize the findings to the population as a whole. As such, while the findings from this research may be used to guide future research efforts, it cannot be applied to other settings. Notwithstanding the above limitation the study has implications for stakeholders.

1.7 Delimitation

The study covered only three public Senior High School teachers in the Offinso Municipal. The study focus is to find out the level of teacher motivation and its effects on students academic performance.



1.8 Ethical Consideration

The most probable problems in the study were privacy and confidentiality of the respondents. The clearest concern in the protection of the respondents' interest and well-being is the protection of their identity, especially in survey research. If revealing their survey responses will harm them in any form, then strict adherence to this ethical issue becomes very necessary. With regards to this, the researcher adopted anonymity and confidentiality techniques to ensure their protection. To ensure this, the researcher removed information that requires identification of names of respondents and schools. Although many

teachers were at first uncomfortable to answer some aspects of the questionnaire, when they realized their privacy and confidentiality were protected by nature of the design of the questionnaire they obliged. The respondents were given the opportunity and ample time of five days to carefully study and answer the questions objectively.

Also, one of the tenets of social research allow for voluntary participation of respondents. Answering of questionnaire in the study of this nature requires significant time and some energy and its participation could disrupt the respondents' regular activity. The researcher therefore explained the objectives and significance of the study to respondents and allowed them to exercise their right to voluntary participate. This was necessary because respondents could have other equally important activities to do.

The researcher followed strictly the prescribed standard of scientific behaviour to avoid fraud and plagiarism. The researcher collected the data needed from the right respondents and this data analysed before writing this report. Also, works, writing and references made in this study were duly acknowledged in bibliography.

1.9 Operational Definition of Terms

The following are definition of concepts used in this study.

Teacher: Teacher in this study refers to someone who has the requisite training and who is saddled with the responsibility of transferring knowledge, skills, attitudes, ideas, and techniques to students. He provides education for pupils/students.

Pupil: A pupil refers to anyone who is undergoing learning in the primary or junior high school.

Student: A learner who is enrolled in an educational institution

Teacher motivation: This study looks at teacher motivation as incentives that bring about improvement in living and working conditions of a teacher to encourage him/her to work harder. It also refers to anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services.

Academic performance: This refers to how well a pupil/student is accomplishing his/her educational goals.

Poor academic performance: Poor academic performance as used in the study refers to the situation where performance is not up to expectation.

Public senior high schools: These are state owned second cycle schools.

1.10 Organization of the Study

The study is structured into five chapters. Chapter one is the introduction which is made up of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, limitation of the study, delimitation of the study, definitions of terms and, organisation of the study. Chapter two of the study deals with the review of related literature, which talks about the theoretical framework of the topic, findings of other studies that are closely related to the study. Chapter three covers the methodology that describes the population, sample procedure, research design, and instrumentation. Chapter four gives Organization of the Study characteristics of the sample on the respondents and then an analysis of the results and research questions, discussion of findings and observations made. Finally, chapter five comprises the summary of the findings, conclusions and recommendations from findings to policy makers for consideration.

CHAPTER TWO

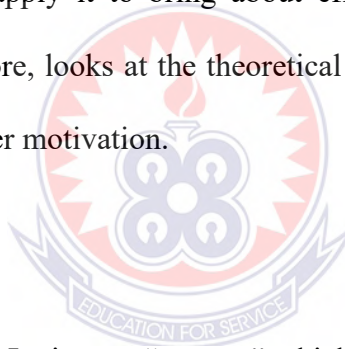
LITERATURE REVIEW

2.1. Introduction

This chapter critically reviews materials relevant to the study. The essence is to ascertain what others have said concerning the topic under study. Thus the researcher looks at the theoretical reviews which show how different theories address the issue and empirical reviews of previous research on teacher motivation.

2.2. Theoretical Review

There have been various theories explaining the concept motivation and how organizations or employers can apply it to bring about effectiveness and efficiency of their employees. The researcher therefore, looks at the theoretical reviews which show how different theories address the issue of teacher motivation.



2.2.1 Definition of Motivation

Motivation comes from the Latin root “movers” which means to move. So motivation can mean the process of arousing the interest of an individual to take a move towards a certain goal. Motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in the direction you want to go in order to achieve a result. Motivation can be described as goal-directed behavior. People are motivated when they know a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs (Armstrong, 2007). Tracy (2000) as cited in Ofoegbu (2004) defined motivation as all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. According to Hoy and Miskel (1991),

work motivation is seen as a combination of factors that start and maintain work-related behaviors toward the achievement of personal goals.

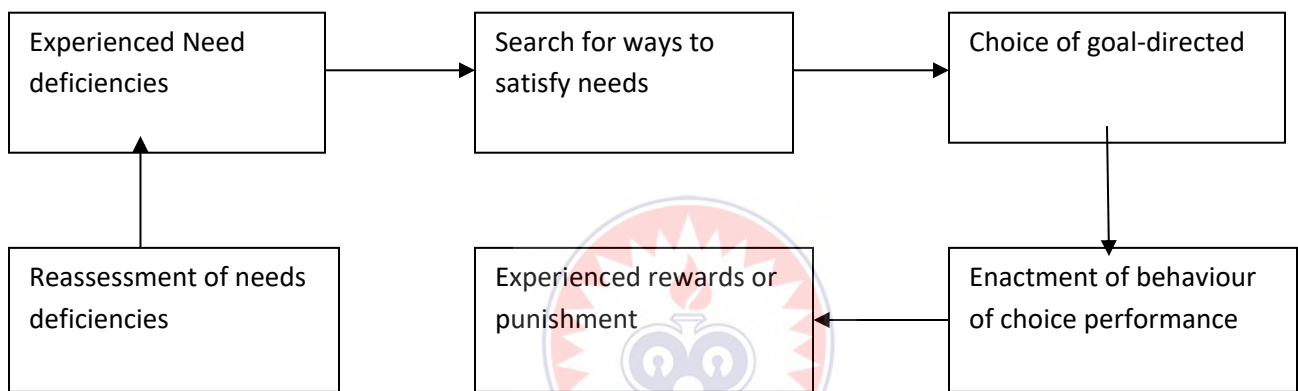
Also Olochukwu (1990) as cited in Ofoegbu (2004), defined motivation as a management function that stimulates individuals to accomplish laid down institution goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour. Motivation is also seen as that which 'energizes, directs and sustains behaviour'. They explained it further with emphasis on the degree and type of effort an individual exhibits in a behavioral situation that should not be equated to sheer amount of efforts. It is rather, the direction quality of the effort. Cole (1997), introduces the element of choice. According to him, 'motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals' (p. 73). His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual choice is not a mere rational process but is considerably affected by one's emotions and deeply held values. Motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dornyei, 2001). As stated by Ryan and Deci (2000), to be motivated means to be moved to do something. Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task.

The motivation of a person depends on the strength of the person's motive. Motives are derived, needs, impulses within an individual. They are the whys of behaviour, they arouse and maintain activity and determine the general direction of the behaviour of an individual.

2.2.2 Motivational Framework

Moorhead & Griffin (1999), have given a simplified framework within which current thinking on motivation is concluded. According to them, motivation can best be understood by considering need deficiencies and goal directed behaviours of individuals.

Figure 2.1: Moorhead and Griffin's Motivational Framework



Need is identified as the starting point. Moorhead & Griffin (1999), defined need to be something an individual requires or wants. As illustrated in Figure 2.1, motivated behaviours begin with a person having one or more important needs – need deficiency. The individual is triggered by this need deficiency to search for ways to satisfy it. For instance, a person dissatisfied with the salary earned, considering how important the position occupied is to the organization, such a person may resort to any of a number of identified options including asking for a pay rise and promotion or to look for a new job with higher salary and prestigious title.

The individual then faces the choice of goal-directed behaviour. The individual chooses an option at a time and directs all efforts toward it. The next phase involves the individual actually carrying out the chosen behaviour. The individual will next experience a reward or

punishment for the chosen behaviour. The final phase involves the individual making an assessment of the extent to which the outcome achieved (reward or punishment) fulfils the original need deficiency.

Supposing the individual wanted a ten percent increment and promotion to Assistant Director of education and got both, the individual should be satisfied. Alternatively, if the individual received seven percent increment and no promotion, a decision to keep trying, accept, or quit the job altogether would have to be taken. It is noteworthy that in spite of an individual's effort, a need may go unsatisfied.

2.2.3 Theories of Motivation

There is a general agreement among psychologists that with a few exceptions, which will be noted, all behaviours are motivated, people have reasons for doing the things they do and that behaviour is oriented towards meeting certain goals and objectives. That is why some psychologists generally agreed that man is motivated by the desire to satisfy a number of needs. Some of which he is not consciously aware of differences of opinions exists as to the nature and relative importance of the needs. This is true because there is no doubt that a teacher whose financial needs are not satisfied will be psychologically and socially demoralized in his/her working attitude and this affect the performance of the teacher, hence the poor performance of his pupils. When teachers' salaries and allowances are paid at and when due, they may reduce the number of teachers truancy which is rampant in the teaching and learning system of basic schools and senior high schools. Many teachers come to school only to write their names in the time book and move out in pursuit of other businesses or jobs which will earn them income to

complement their meager salaries or this attitude definitely has adverse effects on students learning outcomes.

The researcher therefore looked at some relevant theories of motivation which can be applied to teachers or might hold true generally for teacher motivation. According to Armstrong (2007), the most influential theories are classified as; instrumentality theory, content theory and process theory. This study focused on the content and process theories because both can appropriately be applied to teacher motivation in the Ghanaian context.

Content Theory: This theory assumes that all individual possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. In other words, it states that motivation is essentially about taking action to satisfy needs, and identify the main needs that influence behaviour (Armstrong, 2007). Needs theory was originated by Maslow (1954), in their two – factor model, Herzberg, Mausner and Snyderman (1957) listed needs which they termed ‘satisfied’, and McClelland et al (1996) who developed a theory on three types of motivating needs; need for power, affiliation and achievement.

Abraham Maslow’s’ Hierarchy of Needs Theory

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by great psychologist Abraham Maslow. Maslow (1954) came up with theory of hierarchy of needs. This is based on clinical supervision and logic. In this theory of motivation, he stresses that individuals are motivated to satisfy several different kinds of needs, which are more proponent than others. Maslow’s theory states that if a number of features of a person’s needs are unsatisfied at any given time, satisfaction of the most proponent ones will be more

pressing than that of others. So Maslow was of the view that satisfied need does not determine behaviour but unsatisfied need.

This implies that the teacher's behaviour in the classroom is a function of his needs. In other words, his/her needs influence his/her behaviour in the classroom to a large extent.

Maslow therefore looked at human needs in the form of a hierarchy, ascending from the lowest to the highest. He placed basic or physiological needs such as food, water, shelter, clothing, health and education first on the hierarchy. He was of the opinion that until these needs were satisfied to a certain degree to maintain life, no other motivating factors can work. Teachers in Ghana need a living wage to enable them meet the first basic need as suggested by Maslow. Bame (1997), and Vanderpuij & Somi (1998) in their study revealed that teachers were highly dissatisfied with their salaries in Ghana.

The second level in the hierarchy is security or safety needs. Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by living in a safe area, having medical insurance, job security and financial reserves. Relating to teachers at the basic schools in Ghana, fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions among others, often meet such needs.

The third stage of theory is social needs which comprise the need for affection, love, friendship, interaction, and acceptance in relationship with other people. For any effective teaching and learning to take place in basic schools, there must exist a friendly and cordial relationship between teachers on one side and supervisors, parents, community members and other stakeholders in education on the other side.

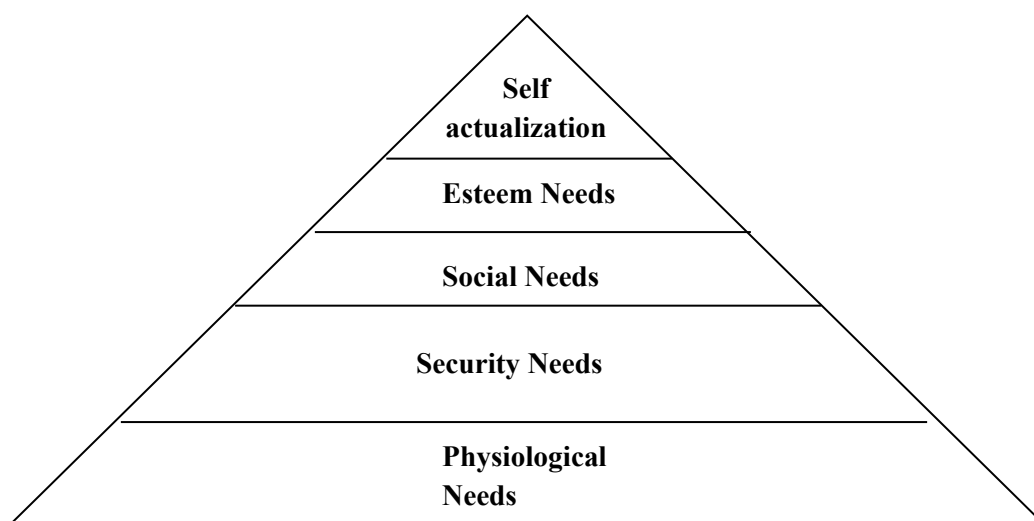
The fourth stage is esteem needs. According to Maslow, once people satisfy the social need, they tend to want to be held in both by themselves and by others. Their kind of need produces such satisfaction as power, prestige, status, and self – confidence. It concludes both internal esteem factors such as self – respect, autonomy and achievements and external esteem factors like status, recognition and attention.

This theory here will guide the researcher in assessing whether basic school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, all the kind of professional status given to them or not.

The fifth and final stage is the need for self – actualization. This is the highest stage in Maslow needs hierarchy. It is the drive to become what one is capable of becoming; it includes achieving one’s potential and self – fulfillment.

Self – actualized people tend to have motivators such as truth, justice, wisdom among others. In terms of ranking in Ghana Education Service, the rank of Director – General is the highest level which some teachers aspire to reach. According to Maslow, only a small percentage of the population reaches the level of self – actualization.

Figure 2.2: Maslow’s Hierarchy



Herzberg's Two – Factor Model

Herzberg (1959) established what he called hygiene or maintenance factors and motivators. Herzberg stated that there are certain extrinsic factors which by their presence do not increase the workers satisfaction of the job, but their absence may lead to job dissatisfaction and lower productivity among employee. Such extrinsic job conditions are environment factors over which the employee has limited influence. They include payment, interpersonal relations, organizational policy and administration, supervision, and working conditions. These he called hygiene factors or dissatisfies. The significance of this factor is that it does not only rely on extrinsic rewards for motivating employees for higher production but also incorporates in the job itself those ingredients that could help motivate employees.

Though some researchers support Herzberg's theory, it is not freed of criticism. Critics argued that how he gathered his data is questionable. Despite the criticisms, this theory has made major contributions in focusing attention on jobs redesign for the purpose of making the work more intrinsically satisfying.

Herzberg's theory found to be applicable in the teaching field and hold true about teachers and their attitude to work. For example, motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivational strategies of all senior high schools, which effective headteachers will use to motivate staff and students.

McClelland's Theory of Needs

McClelland (1996) developed a theory on three types of motivating needs. These are need for power, need for affiliation, and need for achievement. In his opinion people who have

high need for power are inclined towards influence and control. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions. In terms of affiliation of human beings, the feeling of belongingness exists in all human beings. McClelland is of the view that people are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others give them the motivation to work harder. In terms of achievements, people are driven by the challenge of success and the fear of failure. He states that for people to be successful there are three things to do; seek a challenge, set goals or objectives, and work hard to achieve those objectives. People with the need for achievement are analytical in nature and take calculated risks. They are motivated to perform when they see at least some chances of success.

Process Theory: This theory looks at psychological processes which affect motivation. Process theories stress the difference in people's needs and focus on the cognitive process that creates these differences. In focusing on the process theories, some references are made to the following:

Victor Vroom's Expectancy Theory

Vroom (1964), in his own conditions, advanced the expectancy valence theory. He stated that if individual worker believes that working hard will lead to salary increase, he will intensify his effort and work hard. The theory recognizes that people act only when they have a reasonable expectation that their actions will lead to a desired goal. Victor Vroom called this 'Expectancy Theory'. According to him motivation is a function of the expectancy of attaining a certain outcome in performing a certain act multiplied by the value of outcome for the performance.

$$M(f) = E \times V$$

Where M = Motivation, E = Expectance and V = Value expected

Vroom's expectancy theory is applicable to teachers in developing countries when the system of selection and promotion come to play. For example, eligible teachers will not have the motivation to apply for promotion if they have no confidence in the system of selection and assessment.

“Theory X and Theory Y” of Douglas McGregor

McGregor (1960) in his book “The Human Side of Enterprise” states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X and the other is basically positive, which falls under the category Y. After studying the way in which the manager dealt with employees, McGregor concluded that a manager view of the nature of human beings is based on certain groupings of assumptions and that he or she tends to mould his or her behaviour towards subordinates according to these assumptions. Under the assumptions of Theory X: employees inherently do not like work and whenever possible, will attempt to avoid it, because employees dislike work. They have to be forced, coerced or threatened with punishment to achieve goals. Employees avoid responsibilities and do not work until formal directions are issued and most workers place a greater importance on security over all other factors and display little ambition.

In contrast under the assumptions of Theory Y: physical and mental effort at work is as natural as rest or play. People exercise self-control and self-direction if they are committed to those goals. Average human beings are willing to take responsibility and exercise imagination, ingenuity and creativity in solving the problems of the organization and that the way the things are organized, the average human beings brainpower is only partly used.

An organization that is run on Theory X lines tends to be authoritarian in nature. The word “authoritarian” suggests such ideas as the “power to enforce obedience”, where the aims of the organization and the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization. However, this theory has been criticized widely for generalization of work and human behaviour.

Reinforcement Theory

B.F Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feels, attitudes and other cognitive behaviors, individuals are directed by what happens in the environment external to them (Skinner, 1953). Skinner states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and de-motivation.

Goal – Setting Theory

Goal – setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined goal. This goal is often a reward in itself. Locke (1968) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback.

This argument raises important issues for educational systems for developing countries, where teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors.

Cognitive Evaluation Theory

This theory shifted from external rewards to internal as a source of motivation. It believes that even after the stoppage of external stimulus, internal stimulus survives. It relates to the pay structure in an organization. Instead of treating external factors like pay, incentives and promotion and internal factors like interest, drives and responsibility separately, they should be treated as complementary to each other. The cognition is to be such that even when external motivators are not there the internal motivation continues. However, practically extrinsic rewards are given much more weight.

Equity Theory

According to Adams (1963), people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People look around and observe what effort other people are putting into their work and what rewards follow them. This social comparison process is driven by people's concern for fairness and equity. If employees feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organizations. Teachers compare their own efforts and rewards with those of their colleagues within the teaching profession and other organizations. These comparisons are likely to influence teachers' perceptions of their own status and are just as relevant to motivation in developing countries as in developed countries.

2.2.3 Types of Motivation

There are two types of motivation. These are intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

Eton (1984), defines intrinsic motivation as self – respect of accomplishment and personal growth. That is the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998) emphasis that intrinsic rewards take an important role in teachers lives seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. Competence and autonomy are the important issues on intrinsic motivation.

Teachers with an intrinsic motivation are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessment.

Extrinsic Motivation

Carnegie (1987) stated that extrinsic motivation comes from outside of the performer. Rewards such as increased pay, praise, or promotion and punishments like disciplinary action, withholding pay or criticism are some examples of extrinsic motivation. Teachers with extrinsic motivation do their work effectively in order to obtain some rewards such as increase salary, some allowance or praise.

2.3 Empirical Review

The related empirical studies were also carried out under the following sub – headings.

- Teacher Motivation
- Influence of Intrinsic and Extrinsic Factors on Teachers
- Quality of Education in Ghana
- Teaching and Learning Issues

- Factors affecting academics performance
- Measures to improves pupils’/students’ academic performance in Ghana

2.3.1 Teacher Motivation

The teacher is the vehicle through which knowledge is generated and skills developed. Therefore, the role of the teacher in human capital formation is very critical and therefore whatever is required to boost the morale and retain teachers in our educational institutions is of paramount importance. The issue of teacher motivation is very relevant to the long – term growth and development of any educational system. However, there appear to be mounting concerns that unacceptably high proportion of teachers working in public school system in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For instance, the 2000 Education for All (EFA) Country Assessment for Pakistan notes that poor teacher motivation is a ‘colossal problem’, which is seriously compounded by ‘political interference’.

It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior, and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time for extra-curriculum activities, teaching preparation, and marking. The 2004 World Development Report summarizes these concerns about teachers; ‘Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive or simply do nothing. This is not low-quality teaching, this not teaching at all’ (World Bank, 2004).

Teacher motivation has to do with teachers desire to participate in the pedagogical process within the school environment. It could be seen as those factors that operate within the school environment. It could be seen as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and students performance. According to Ofoegbu (2004), teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement standards in schools. Teacher motivation could be in the form of regular payment of salary, fringe benefit, such as allowance, bonus on the job training, promotion of the teacher, provision of good working environment, maintaining high degree of relationship and improving the teacher general well-being. Motivated teachers always look for better ways to do their teaching job; they are more quality oriented and are more productive.

According to Dornyei, the following factors among others affect teacher motivation: the school's general climate and the existing school norms; the class sizes, the school resources and facilities; the school's leadership and decision-making structure. Also, without discovering and acquiring new knowledge, skills and abilities, many teachers teach the same subject so they can "lose spark". The prescribed requirements, and fixed, imposed course content do not let teachers have leeway to create "variations" and intellectual "detours". Restricted autonomy is believed to be one of the negative influences on teacher motivation (Dornyei, 2001)

A high motivated person puts in the maximum efforts in his or her job. According to Farrant (1968), 'Today the relationship between teachers and students is often up-side down; students come because they must and teachers teach because they are paid to. Teachers mourn that their profession is not respected complain that they are inadequately paid for the duties they

are required to do. They looked over their shoulders at other profession and conditions of service and sign for a better'. (p.125). This assertion by Farrant exhibited lack of motivation both on the part of teachers and students and thus would have wished otherwise. More so, it may contribute to ineffectiveness and inefficiency in academic work and its effects – poor performance. Motivation of teachers and students in teaching and learning process can direct behaviour toward a particular goal, leads to increase effort and energy, enhance cognitive processing, increase the initiation of the persistence in activities, determine what consequences are reinforcing and it can also lead to improved performance. Motivation and job satisfaction should be considered by Ghana Education Service for teachers to put up their best to improve academic performance.

There are psychological and sociological factors in making a teacher to do his or her job better. For instance, in school if the principal shows appreciation for a teacher's performance and say to him or her you are doing a very good job, thank you. This act alone makes the teacher feel that his or her contribution is valued and therefore he or she is encouraged to do even more. In this case the teacher had been psychologically motivated to continue his or her work as efficiently and effectively as possible. Some research also showed that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated and their sense of ownership and empowerment increase.

Frase and Sorenson (1992) studied work content factors in a questionnaire administered to 73 San Diego School District teachers. They identified three major areas that relate to teachers' job satisfaction.

- Feedback is the factor most strongly related to job satisfaction, yet teachers typically receive very little accurate and helpful feedback regarding their teaching.

- Autonomy is strongly related to job satisfaction for many, but not all teachers. Autonomy is not necessarily defined as freedom from interference in the classroom; rather, the majority of teachers view autonomy as freedom to develop collegial relationships to accomplish tasks.
- Collegiality is also important for teachers. Collegiality can be expressed through experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development groups.

The findings of education for All (EFA) report of 2005 revealed that teachers in developing countries often receive earnings that are insufficient at providing them with a reasonable standard of living. Bennel (2004) opined that teacher pay and other material benefits were too low to meet individual and household survival needs in developing countries.

These suggest that salary is crucial in teacher motivation among the developing countries. This is confirmed by a study done by Tansim (2006) which revealed that Bangladesh teachers were found to be dissatisfied with their salary levels. Also, Zembylas and Papanastasion (2004) in their study of Cyprus teacher found that salary was one of the issues which dissatisfied teachers. These findings point to the fact that the issues of teachers' salary must be taken seriously since it is the only source of income of most of them.

School leadership and management style is also important factor which can motivate or lower teacher morale and commitment. Nwankwo (1984), cited in Adelabu (2005), found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, many people in the leadership positions in education service including some heads of schools at all levels are highhanded and autocratic in their dealings with teachers.

Cameron and Pierce (2005) reviewed 145 studies and identified several conditions under which rewards were found to decrease or increase people's performance and motivation. In their review, the major findings across board were that participants' motivation and performance increased when they were verbally praised for engaging in a task.

Although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. It is expected that teachers in developing countries are likely to be motivated by a mixture of intrinsic and extrinsic factors. Administrators need to find a balance between the two factors in successfully motivating their teachers.

Also, the National Foundation for the Improvement of Education offers several recommendations for establishing professional development programmes that result in teacher growth and motivation:

- Find the time to build professional development into the life of schools. Recognize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Redefine the teaching job to include blocks of extended time for teachers' professional development.
- Help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools. Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should

collaborate in each district to create peer assistance and review to nurture the practice of all teachers.

- Work with the community to provide high quality professional development. At the local level, parents, business, and the community should continue to help schools set the vision for students' success and support teachers' learning. Teachers' organizations should collaborate with districts to invite local leaders to join in conducting an inventory of available local resources and institutions for teachers' professional growth, including higher education, business, cultural groups, and other relevant agencies.

2.3.2 Influence of Intrinsic and Extrinsic Factors on Teachers

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some award such as salary. Extrinsic motivation plays an important part in people's lives. It is pre-eminent in influencing a person's behavior. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (O'Neil, 1995).

Latham (1998) emphasizes that intrinsic rewards play an important role in teachers' lives. Seeing the growth and development of students makes a teacher more satisfied regardless of extrinsic elements. Deci and Ryan (1985) also maintain that teacher motivation stems from the intrinsic characteristics of self-determination. They defined self-determination as behavior initiated by personal choices and events in the environment. According to Dornyei (2001), there

is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfilment of teaching is provided with intrinsic rewards.

2.3.3 Quality of Education in Ghana

The Sustainable Development Goals in Ghana

The Sustainable Development Goals are a global call to action to end poverty, protect the earth's environment and climate, and ensure that people everywhere can enjoy peace and prosperity. They are the goals the UN is working on in Ghana: Sustainable Development Goal 4

Quality education ensure inclusive and equitable quality education and promote lifelong learning opportunities, for goal 4 targets

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states <https://ghana.un.org/en/sdgs/4>. Several studies conducted in Ghana by Centre of Research on Improving the Quality of Primary Education in Ghana (CRIQPEG), Kraft (1994), and many others showed that the quality of basic education is low. Despite funding from international donors and different interventions to improve the quality of public basic education, Kraft (1994), confirms that serious problems remain in the educational system of Ghana, especially the teaching of English Language and Mathematics. Also, studies from CRIQPEG and Kraft (1994), confirmed the failure of Ghanaians pupils to learn English can be attributed to the methods teachers used in the classrooms. Instruction took the traditional form of teaching a foreign language. Kraft (1994), confirmed deductive modes of teaching

characterized by rote learning are still prevalent. Teaching methods in Ghana have been described as traditional, whole-class, and teacher-dominated. The early stages of reading often consisted of alphabetic and look-and-say work with words or sentences mechanically repeated aloud. Actual reading is still delayed until grade 2, when teachers copy short texts on the blackboard for children to read aloud in unison. Teachers move from teaching two-letter words to three-letter words and beyond. In field visits to Ghanaian classrooms, Etsey (2005) also observed that the missing elements of teaching comprehension was the failure to teach strategies pupils can use in constructing meaning from written passages. He believed the Ghanaian approach to teaching, reading and writing did not help the children become independent readers and writers.

Equity is a prerequisite of quality education. According to Kraft (1994) there is a dramatic difference between the educational opportunities available to children in rural settings and those who attend school in towns, regional centers, or the national capital. Also, there is huge geographical disparity between the southern, central, and northern zones of Ghana in every aspect of schooling: infrastructure, toilets, textbooks, management, parental wealth, the training of teachers, instructional materials, etc. A recent study of private schools in Ghana by the Educational Assessment and Research Centre shows parents enroll their children in private schools because they believe these schools offer a better-quality education, so an increasing number of children are entering the public secondary schools after completing private basic education, usually in a town or district capital.

2.3.4 Teaching and Learning Issues

The international community agrees that teaching and learning is the key arena for human development and change. However, findings from a number of studies on quality-related issues in education suggest that quality of education is generally poor, especially in deprived rural areas.

UNESCO'S Sponsored Project on Review of Ghana's Education Sector Analysis Group evaluated various aspects of educational quality under the following four main themes:

1. Improving management efficiency and management and the focus was on management efficiency; decentralization and sustainability; funding of education; partnership between Educational Ministry and development partners; staff development and reform implementation.
2. Improved access and quality and the focus was on access, participation and equity; access to and efficiency of tertiary education; girls' education; community participation.
3. Improved quality education and the focus was on curriculum improvement; teacher education and efficiency; educational assessment
4. Others and the focus was on relevance of education to national needs; NGO participation; tertiary education; functional literacy programme; distance education (UNESCO, 2006).

Furthermore, USAID commissioned study into school performance in southern Ghana found that pupils' performance in private schools was higher than public schools. The difference was attributed to the quality of supervision of instruction in private schools. Many researchers have

observed that monitoring and supervision of teachers' work was more regular in private schools than in public schools in Ghana.

Previous study on time management in schools also found that while both private and public schools misused instructional time, the private schools better managed instructional time than the public schools (UNESCO, 2006). Similarly, Ankomah, Koomson, Bosu, and Oduro (2005) found that head teachers of rural schools lack competence in health administration, instructional supervision, record keeping, financial administration and other fundamental qualities. Prior to these studies, they reported factors in relation to school management effectiveness such as instructional leadership skills of the school heads, time management, school vision and mission, tradition of performance, learning environment, and school and community relations were found lacking in some schools.

Generally, what is common to all the studies is the quality of is low, lower in rural schools than in urban schools, and lower in public schools than in private schools.

2.3.5 Factors Affecting Students Academic Performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, and government alike. In Ghana despite the support of NGOs, parents and different interventions by government to improve academic performance at the senior high school level, studies conducted in Ghana reveal that the quality of senior high School education is low. There are many factors that affect teaching and learning. Some of these factors include the following;

Inadequate provision of facilities and materials. There is inadequate provision of facilities in most Ghanaian senior high schools especially in the rural or deprived areas. Dilapidated school infrastructures and instructional materials in schools have changed school environment especially in many public senior high schools in Ghana. Also, the availability and use of teaching and learning materials affect teachers' motivation and the effectiveness of their lessons as well (Etsey, 2005). The used of appropriate teaching and learning materials in a teaching lessons makes the lessons more practical and well connected to student's environment. According to studies conducted by Etsey (2005), on causes of low academic performance of students in some schools in Ghana, one of the causes identified was inadequacy of teaching and learning materials in schools. The author concluded that, the situation made it difficult for the students to understand the lessons and this led to low performance.

Also, minimal teacher commitment affects students' academic performance. This is so because teachers are underpaid and there is lack of incentives to motivate them. As a result, they are often absent or go to school late and leave early. Lateness and absenteeism reduce the amount of instructional time and these results in the syllabi not being completed (Etsey 2005). The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students. Moreover, since the subject matter syllabi tend to be spiral, the non-completion of a syllabus tends to have a cumulative effect on the students such that as they move from grade, they encounter materials they do not have the foundation to study. This is the long-run result in poor performance.

Class sizes have also been identified as a motivating factor a better academic performance. A teacher who has to work a large class size would undoubtedly have his or her performance hindered and this will have a negative spillover effect on students. Too large class sizes might be one of the unfavorable conditions that might affect the performance of teachers in most Ghanaian schools. With the inception of the Free senior high school enrolment has increased tremendously – in some cases over ninety (90) students in a class handled by a teacher. This increase in class size bring in its problem of ineffective class management, poor supervision of assignment and ineffective teaching and personal student– teacher contacts. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class sizes above 40 have negative effects on students’ achievement. Asiedu-Akrofi (1978) indicated that since children and teachers have differences in motivation, interests and abilities and also differ in health, personal and social adjustment and creativity, good teaching is generally best done in classes with smaller numbers that allow for individual attention.

Inadequate supervision in the school system is another problem militating against teaching and learning. Supervision is highly indispensable in the school if efficiency and good quality is to be achieved. According to the World Bank Report (1996), inadequacies in the supervision of schools, both by district level officers and head teachers, and the limitation of disciplinary processes are seriously undermining effective teaching and learning has adverse effects on the academic performance of students. When there is inadequate supervision in the school, there will be a setback in the teaching and learning process hence, poor academic performance of the students.

Again, the society do exhibit negative attitudes towards the school by not showing interest in what goes on in the school and do not care to contribute its own part to the development of the school. They expect government to do it all. Inadequate teacher training in pedagogy. Instructional practices in Ghana are overwhelmingly teacher centered and dominated by rote learning and copying from the chalk board. Most students are not actively involved in the lessons because of the teaching strategy some teachers adopt, for example, questioning /recitation. It has been globally demonstrated that this does not promote quality education and achievement in schools (Kraft, 1994). Professional qualifications are important in education. The professional skill of the teacher establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures. Professional competence transforms into high quality of teaching with the expectation that this would influence the learning of students. Teacher professionalism should be exhibited in skills like giving prompt feedback, questioning, dealing with students' problems effectively and creating specific kinds of climate settings for different lessons, making sure that students understood and coped with the amount of knowledge given to them.

Agyemang (1993) noted that a teacher who does not have both academics and professional teacher qualification would undoubtedly have negative influence on the teaching learning of his/her subjects. He further stated that a teacher who is academically and professionally qualified, but works under unfavorably working environment would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under unfavorably environment.

2.3. 6 Measures to improve student's academic performance

Monitoring schools has been of tremendous help in improving academic performance. According to World Bank Report (1996), inadequacies in the supervision of schools, and the limitations of disciplinary processes are seriously undermining effective and has adverse effects on the academic performance of students.

Eagles & Evans (1970) cited in Etsey (2005) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of stimulating growth, and a means of helping teachers and students to help themselves. Etsey (2005) reports that, effective supervision is necessary for efficient work. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the heads of institutions or their assistants while external supervision is done by circuit supervisors or inspectors from the Ghana Education Service. Etsey (2005) in a study of sixty (60) schools in Ghana (twenty-nine (29) from urban and thirty-one (31) from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and the impact of school inspections and the degree of professional independence of the circuit supervisors and inspectors. Etsey (2005) is of the view that, supervision and regular visits to the schools will motivate teachers to be more regular and punctual at school. Also, when students realize that supervisors are regular in visiting the schools and teachers are always present, they would be challenged to their attitudes towards school. This would in turn reflect positively on their academic performance.

In Ghana there have been a number of initiatives and recommendations aimed at ensuring quality in the country's educational provision. Examples of these quality improvement initiatives and recommendations in Ankomah, et al (2005) include the following.

The Whole School Development Programme (WSD) is one of the strategies employed by the Ghana Education Service for the mainstreaming all interventions for the achievement of FCUBE objectives. Its focus is to provide support for developing competent teachers, motivated teachers, motivated children, informed and concerned community, effective utilization of school resources, and professional leadership of head teachers. The implementation of this programme over the years has help to expand access, improve quality teaching and learning, and improve the supply of logistics and curricula development, and leadership in participating schools.

Also, management of school has been decentralized with much opportunity given to communities and District Assemblies to participate in managing schools. District Assemblies in Ghana have the responsibility to build, equip and maintain under their areas of jurisdiction. Many of the District Assemblies have established district education fund for this purpose.

Another intervention is the District Sponsorship Scheme for teacher trainees. The scheme has ensured constant supply for trained teachers to rural or deprived areas. Districts experiencing difficulties meeting school requirement for qualified teachers are allowed to sponsor teacher trainees at the colleges of education. On completion of their training, it is incumbent upon such beneficiaries to teach in the districts that sponsor them for at least three (3) years. Most rural areas have benefited greatly from the scheme, thus improving the status of teacher supply to rural schools.

2.3.7 Summary of Literature Review

Literature review critically reviews material relevant to the study to ascertain what others have said concerning teacher motivation and its effect on students' academic work.

This had to do with the researcher looking at the theoretical reviews which shows how different theories addressed the issue and empirical reviews of previous research on teacher motivation.

Motivation comes from the Latin root "movers" meaning to move or arousing the interest of an individual to take a move towards a certain goal. Motivation can therefore be described as a goal-directed behaviour (Armstrong, 2007).

Motivational framework by Moorhead and Griffin (1999) can be understood by considering need deficiencies and goal directed behaviours of an individual. Theories reviewed in this study include;

Content theory; this theory states that, motivation is about taking action to satisfy needs, and identify the main needs that influence behaviour (Armstrong, 2007).

Abraham Maslow's hierarchy of needs theory; according to him, satisfied needs does not determine behaviour but unsatisfied need, he stressed that individuals are motivated to satisfy several different kinds of needs (Maslow, 1954).

Herzberg's two – factor model Herzberg (1959) He established what he called hygiene or maintenance factors and motivators. Herzberg stated that there are certain intrinsic factors which by their presence do not increase the workers satisfaction of the job, but their absence may lead to job dissatisfaction and lower productivity among employee. Such extrinsic job conditions are environmental factors over which the employee has limited influence. They include payment, interpersonal relations, supervision, working condition, and organizational policy and administration. These he called hygiene factors or dissatisfies.

McClelland's theory of needs McClelland (1996) developed a theory of three type of motivating needs. Namely; need for power, need for affiliation and need for achievement. In his opinion, people in high need for power, can be motivated to perform if they are given key positions. People in need of affiliation are driven by love and faith, like to build friendly environment around themselves. Social recognition and affiliation with others gives them the motivation to work harder. People in need for achievement are driven by the challenge of success and the fear of failure.

Process Theory: This theory looks at psychological processes which affect motivation. Process theories stress the difference in people's needs and focus on the cognitive process that creates these differences. In focusing on the process theories, some references were made to the following:

Victor Vroom's Expectancy Theory Vroom (1964), "Theory X and theory Y" McGregor (1960)
Reinforcement theory, Goal- Setting Theory, Cognitive Evaluation Theory, Equity theory.

There are two types of motivation intrinsic and extrinsic motivation

Intrinsic motivation: Eton (1984), defines intrinsic motivation as self – respect of accomplishment and personal growth. Latham (1998).

Extrinsic motivation: Carnegie (1987), stated that extrinsic motivation comes from outside of the performer.

The related empirical studies were also carried out under the following sub – headings.

- Teacher Motivation
- Influence of Intrinsic and Extrinsic Factors on Teachers
- Quality of Education in Ghana
- Teaching and Learning Issues

- Factors affecting academics performance
- Measures to improves pupils’/students’ academic performance in Ghana

Teacher Motivation: The teacher is the vehicle through which knowledge is generated and skills developed. Therefore, the role of the teacher in human capital formation is very critical and therefore whatever is required to boost the morale and retain teachers in our educational institutions is of paramount importance. The issue of teacher motivation is very relevant to the long – term growth and development of any educational system.

Influence of Intrinsic and Extrinsic Factors on Teachers

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some award such as salary. Latham (1998) emphasizes that intrinsic rewards play an important role in teachers’ lives. Seeing the growth and development of students makes a teacher more satisfied regardless of extrinsic elements. Deci and Ryan (1985) also maintain that teacher motivation stems from the intrinsic characteristics of self-determination.

Quality of Education in Ghana

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Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities, for goal 4 targets.

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4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

Teaching and Learning Issues

The international community agrees that teaching and learning is the key arena for human development and change. However, findings from a number of studies on quality-related issues in education suggest that quality of education is generally poor, especially in deprived rural areas.

USAID commissioned study into school performance in southern Ghana found that pupils' performance in private schools was higher than public schools. The difference was attributed to the quality of supervision of instruction in private schools. Many researchers have observed that monitoring and supervision of teachers' work was more regular in private schools than in public schools in Ghana.

Factors Affecting Students Academic Performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. Studies conducted in Ghana reveal that the quality of senior high School education is low. There are many factors that affect teaching and learning. Some of these factors include the following;

Inadequate provision of facilities and materials especially in the rural or deprived areas. Dilapidated school infrastructures and instructional materials in schools have changed school environment especially in many public senior high schools in Ghana.

inadequate of teaching and learning materials in schools. The situation makes it difficult for the students to understand the lessons and this led to low performance.

Also, minimal teacher commitment affects students' academic performance. This is so because teachers are underpaid and there is lack of incentives to motivate them materials they do not have the foundation to study. This is the long-run result in poor performance.

Class sizes have also been identified as a motivating factor to a better academic performance.

Inadequate supervision in the school system is another problem militating against teaching and learning. Supervision is highly indispensable in the school if efficiency and good quality is to be achieved.

Measures to improve student's academic performance

Monitoring schools has been of tremendous help in improving academic performance. According to World Bank Report (1996), inadequacies in the supervision of schools, and the limitations of disciplinary processes are seriously undermining effective and has adverse effects on the academic performance of students. Eagles and Evans (1970) cited in Etsey (2005) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A good research method produces the relevant data which in turn yields the expected results or findings. This chapter therefore provides a detailed description of the methods and techniques used in conducting the study. These include background of the study area, research design, population, sample and sampling technique(s), data collection method and analysis, validity and reliability of instruments, research constraints, and ethical considerations.

3.2 Background of the study Area

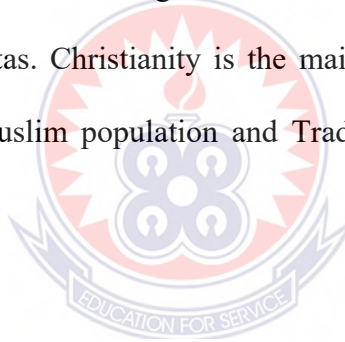
Offinso Municipal is one of the forty-three districts in Ashanti Region, Ghana. Originally created as an ordinary district assembly in 1988 when it was known as Offinso District, which it was created from the former Offinso District Council; until the northern part of the district was later split off to create Offinso North District on 29 February 2008; while the remaining part was elevated to municipal assembly status on the same year to become Offinso Municipal. The municipality is located in the northern part of Ashanti Region and has Offinso as its capital town. Offinso is the anglicised version of 'ɔfenso'. The town was named after the River Ofe (ɔfe in Asante) which serves as the boundary for the Offinso Municipality and Ahenkro, a town in the Afigya Sekyere District also in Ashanti Region.

About 85% of the population are Asante, while the remaining 15% comprises other ethnic groups, the majority of whom hail from the Northern, Upper West, and Upper East Regions. The Municipality has one paramount chief, the Offinsohene, and several sub-chiefs and

one major festival, the Mmoaninko Afahye, which is celebrated every two years. Thursday respectively.

Offinso has several government-owned and private Primary and Junior High Schools; Offinso is also home to the Offinso Training College (OTC) now Offinso College of Education, Jones Polytechnic, Dwamena Akenten Senior High School, Namong Senior High Technical School, St. Jerome Senior High School, The Bible Baptist Missionary Association of Africa Bible School (Agyeimpra, Offinso) and the St. Patrick's Midwifery Training School (Maase - Offinso). There is also a technical school at Amoawi, a suburb of Offinso. A two-storey library complex has also been built in Offinso to assist students of this town in their studies.

Offinso Municipal is home to four large market centres: Kɔkɔte, Krofrom, Anyinasuso and the Abɔfoɔ (Abofour) marketas. Christianity is the main religion practiced in the district, although there is a significant Muslim population and Traditional Worshipers in the town of Offinso.



3.3 Research Design

According to William (2006) a research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate. The research design is used to structure the research and show how all its major parts work together to address the central research objectives. Johnson and Janet (2001), stated that, it is a plan that guides the investigator in the process of collecting analyzing, and interpreting observations. It is a model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation.

According to Sarantakos (2005), research design is the prescription of logical sequence in which a study is to be carried out, as well as the elements of the study, its methods of data collection and analysis and administrative procedures that need to be considered for the study to be carried out without problems or delays

The descriptive correlation survey design was used since this study sought to find out teacher motivation and its effects on students' academic performance in the Offinso Municipal and to explain the relationship between the two variables. The descriptive correlation design is a method designed to determine if two or more variables are associated with each other, it is also use to describe the behavior or characteristics of a population.

According to Osuala (2000), descriptive correlational design provides a snapshot of the current state of affairs and the relationship among variables for prediction of future events from the present knowledge. The method used in this study will provide an adequate description vital of making a wide range of policy decisions.

This is in agreement with Cohen, Manion and Morrison (2011), who said that the choice of research design for a particular study is based on the purpose of the study.

3.4 Study Population

According to Ary, Jacobs & Rezaviah (2002), population is used to refer to the entire group of individuals to whom the findings of a study apply. In the field, the population of interest targeted for the study will carefully be selected from the selected senior high schools to participate in the research.

The study will focus on only the teachers from the three selected senior high schools in the Municipal. The reasons for targeting these schools is that, the senior high schools prepare

students to continue to tertiary institutions and also the WASSCE which is written upon completion of SHS in Ghana is one of the indicators of measures of academic performance. The teachers sampled from the selected public senior high schools forms the study population. Overall, 100 respondents are expected to participate in the survey.

3.5 Sample and Sampling Technique

According to Kanna (2002), sampling is the method of selecting some part of a group to represent the total group. A sample on the other hand is a sub – group or representative selection of a population that is examined is tested to obtain statistical data about the whole (Saunders, Lewis & Thornhill, 2009). The selection of a sample is important since it is impracticable to cover the entire population. In this study, the individual teacher constitutes the sampling unit. The unit of analysis in any investigation according to Kumepkor (2002), is the actual empirical units, objects, occurrences which must be observed or measured in order to study a particular phenomenon. The individual teachers' opinions will be sought to study teacher motivation and its impact on students' academic performance in public senior high schools in the Offinso Municipal.

The list of all the public senior high schools and their teachers is the sampling frame for the study. Sampling frame is the list of all those within a population who can be sampled. It helps the researcher to choose a sample that will represent the population being studied.

All three (3) public senior high schools in the Municipal are selected. The total number of teachers from the 3 public senior high schools of 100 respondents out of a population of 332 will be selected for the study. The teachers will be selected using simple random sampling technique.

3.6 Data Collection Methods

This study is mainly quantitative. Therefore the main instrument that will be used to collect information is questionnaire structured to consist mainly of closed ended type of question in order to elicit feedback from the teachers, close ended questions according to Cohen, Manion and Morrison (2003), are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are the five Likert – type scale ranged from strongly agree, agree, uncertain, disagree to strongly disagree. Borg & Gall (1983) found it to be popular, easy to construct, administer and score. This will be distributed personally to the teachers of the selected schools.

They will be taken through a briefing on the study and how to complete the questionnaires. The questionnaires will be collected immediately after the completion by the participants.

The items in the questionnaire will be based on the three (3) research questions raised to guide the study. A total of one hundred (100) respondents will be given questionnaires.

3.7 Data Analysis

Raw data obtained from a study is useless it is transformed into information for the purpose of decision making. The data collected will be analysed using descriptive statistics which allows the research to use numerical values to represent scores in the sample. The analytical procedures to be utilized include descriptive tools such as bar graph, pie charts and percentages and the SPSS will be used for the analysis.

3.8 Primary Sources

Most researchers require both secondary and primary data. Primary data entails going out and collecting information by observing, recording and measuring the activities and ideas of real

people, or perhaps watching animals, or inspecting objects and experiencing events. This process of collecting primary data is often called survey research. For primary source, the researcher will contact the respondents in the field (schools) for first-hand information through the use of questionnaire. In this study, administration of questionnaire involves self-completion. Questionnaires will be self-administered in the selected schools of the study.

The questionnaire to be used to collect data for the study, it will have four (4) parts; profile of respondents and three (3) research questions raised to guide the study. The first part sought information the demographic characteristics variables of respondents such as age, gender, marital status, location of school, highest level of education, professional status and duration in the service. The second part, research question one, will sought to find out the level of motivation among the teachers in Offinso Municipal, had 10 under it. In the third part, research question two, dwell on factors responsible for students' poor academic performance and respondents will be requested to choose factors most likely to result in low perform in public senior high schools with multiple responses of strongly disagree, disagree, uncertain, agree and strongly agree. Besides that, respondents will be asked to indicate the major factor that account for poor academic performance of students in their school.

The fourth and final part is research question three, which will have an open-ended question intended to source information as to what actions can be taken to improve students' academic performance. The final part of the questionnaire allows respondents to give answers in their own words to enable the researcher gather information in relation to factors that can improve students' academic performance in the Offinso Municipal.

3.9 Secondary Sources

The research resorted to the various documented materials for information in relation to the subject matter of the study. To get the broader understanding of the research problem, the researcher consulted textbooks, journals, articles, previous reports, periodical internet sources, and other relevant books on education policies in Ghana for data in relation to the problem being investigated.

Also, Secondary data were useful for the review of literature relevant to the study to help put the problem in its right perspective. It also helps to give insight into existing information on the subject and identify gaps between current knowledge and how these gaps could be addressed by the study or further investigation. It should also be noted that though literature was readily available on developing countries, access to such information on the Ghana's situation in the area of study was difficult to obtain.

3.10 Validity of Instrument

Validity is used to determine if an instrument measures what it is intended to measure. According to Ary et al (2002), it is the most important consideration in developing and evaluation of measures instruments. Therefore, to ensure the validity of the questionnaire, draft copies of the questionnaires would be given to colleague students who will read through and make necessary corrections to ensure face validity. After this review, the questionnaire will then be sent to the researcher's supervisor for further review. From the responses in a pilot study, will determine if respondents understood the questions.

3.11 Reliability of the Instrument

To ensure reliability of the instruments to be used for the study, a pilot testing will be conducted at Dwamena Akenten SHS in Offinso in the study area.

The researcher will supply ten (10) teachers with the draft copies of the questionnaires to ascertain whether the concepts used would be well understood by respondents. The time taken to complete the questionnaire will range from 20-30 minutes. The purpose will be to test the research instrument, and to make all necessary amendments. Feedback on clarity of words and instruction with no assistance needed are very necessary. The importance of this exercise will be that, the questions that needs clarity will be amended to get the right information.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation, analysis and discussion of findings of the research study. The data were presented in relation to the demographic background of respondents and the main questions raised to guide the study.

4.1 Background of Respondents

The socio – demographic characteristics of respondents used in this study, which were found to be relevant for analysis include age, gender, marital status location of school, highest level of education, professional background and number of years in current school. Table 4.1 gives these statistical data of the respondents.

Table 4.1 Background of Respondents

Respondents	Frequency	Percent
Age		
20-30	30	30
31-40	41	41
41-50	20	20
51-60	9	9
Gender		
Male	72	72
Female	28	28
Marital Status		
Married	63	63
Single	37	37
Location of school		
Urban	61	61
Rural	39	39
Highest educational level		
FIRST	59	59
SECOND DEGREE	40	40

PHD	1	1
Other	0	0
Professional trained background		
Yes	93	93
No	7	7

According to the investigations, it was found out that 41% of the respondents ages fell within 31-40, 30% fell between 20-30 years. 20% of the respondents fell between the ages of 41-50, and 9% were those who fell within the ages of 51-60. From the study it was revealed that majority of the respondents were in their youthful age. From table 4.1, it could be seen that over three quarters of the respondents were within the ages of 20 – 50, which is an active working group. Only 9 were above 50 years and nearing retirement. Since most of the teachers were mature and could have family and social responsibilities to satisfy, agitations for better living and working conditions are likely to be rampant.

On gender distribution Table 4.1, depict of gender distribution of respondents. Data collected showed that 72% of the respondents were males while 28% were females. This shows that teachers in the selected schools were male dominated. It is important to note that in Ghana most organizations including Ghana Education Service (GES) have always been male dominated. This could be explained in relation to the socio – cultural beliefs in Ghanaian Societies.

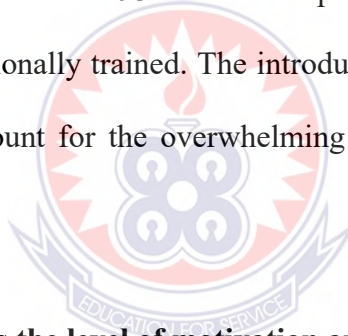
Until recently, these socio – cultural factors made it extremely difficult and challenging for many women to find themselves in formal sectors of employment because of their reproductive role. This finding confirmed the work of Hofstede (2005) cited in Tansim (2006) that women are supposed to be more concerned with taking care of the home, children and people in general. With regard to marital status, the data showed that majority of respondents 63% of the respondents were married and 37% were unmarried or single. This implied that

majority of the respondent were family heads or had dependents whom they took care of and therefore would need improvement in their living and working conditions to meet their socio and economic needs.

The location of school was designated as urban and rural areas. The data revealed in Table 4.1 that 39% of the teachers were in schools within the Offinso municipality while 61% were in schools located at rural areas. This explained the fact that the Offinso municipal is predominantly rural.

The study revealed that 59% had first degree and 40% had second degree 1% had PHD and 0% had other certificates. This showed all of the respondents had university education.

The study also revealed in Table 4.1 that 93% of the respondents were professionally trained teachers and 7% were not professionally trained. The introduction of the distance education and sandwich programmes could account for the overwhelming majority of professionally trained teachers.



4.2 Research Question 1: What is the level of motivation among teachers in the Offinso municipal?

Table 4.2: Teachers Responses to the Level of Motivation

Statement	Frequency	Percent
Why did you decide to become a teacher?		
Interest in teaching	75	75
Lack of employment opportunities	10	10
Pay	9	9
School holidays	6	6
Are you satisfied with your job as a teacher in GES?		
Very satisfied	3	3
Satisfied	10	10

Neutral	8	8
Dissatisfied	65	65
Very dissatisfied	9	9
Are you satisfied with your present salary?		
Very satisfied	4	4
Satisfied	14	14
Neutral	8	8
Dissatisfied	65	65
Very dissatisfied	9	9
Do you receive any non – monetary benefits?		
Yes	97	97
No	3	3
Are you satisfied with your school environment?		
Very satisfied	6	6
Satisfied	28	28
Neutral	3	3
Dissatisfied	61	61
Very dissatisfied	2	2
How are opportunities for upgrading professional qualification in GES?		
Very poor	0	0
Poor	20	20
Just Ok	32	32
Good	48	48
Excellent	0	0
How will you describe your level of motivation over the		
Declined significantly last three years?		
Declined	0	0
Declined	43	43
Remained the same	54	54
Increased	3	3
Increased significantly	0	0

Which of the following major specific motivational factor can motivate you to be committed to your work?

Improvement of salary	38	38
Regular promotion	13	13
Conducive environment	8	8
students academic performance	24	24
Recognition and respect	17	17

In response to the question as to why people decide to go into the teaching profession, 75% of the respondents said they were interested in teaching. 10% for them stated lack of employment opportunities and 9% said indicated pay as the reason for joining the teaching profession. With school holidays, 6% gave that as a reason for joining the profession. The three-quarters of the respondents who stated they were interest in teaching and the less one-quarter who stated pay as their reason for joining the teaching confirmed Dornyei's (2001), assertion about motivational aspects in terms of teacher's motivation which established a high correlation between intrinsic motivation and teaching. According to him, internal desire to educate people, give knowledge and value is always in teaching as a vocational goal.

Table 4.2 shows respondents answers to questions about their satisfaction with present salary. The study revealed that about three quarters of respondents were dissatisfied with their present salaries while less than a quarter were satisfied with their salaries. Only 8% were neutral which meant that they were neither satisfied nor dissatisfied with their salaries. The findings showed clearly that majority of the respondents were dissatisfied with their present salaries. This finding supports the study that showed that student in Taiwan who chose teaching as professions were motivated both by their own interest in teaching and the advantageous conditions of teaching (Wang, 2004).

In response to the question as to whether teachers receive any form of non-monetary benefits, the results revealed that an overwhelming majority did not receive any form of non-monetary whilst an insignificant number of respondents (8%) said that they received non-monetary benefits respondents received some teachers indicated accommodation facility whereas others stated that they were given some foodstuffs. This data indicated that majority of teachers found themselves accommodation means transport and so on. This revelation confirmed voluntary confirmed voluntary service overseas (VSO, 2002) policy research on teacher motivation in developing countries finding which posited that one of the problems faced by teachers is housing shortage. With regards to salary satisfaction as compared to other workers, Table 4.2 depicted responses from respondents which show that 85% were dissatisfied with the salaries they receive and 1% of them were indifferent. Only 4% of the respondents said they were satisfied with their monthly salaries. Their findings revealed that majority of the teachers were not satisfied with the salary and this revelation could be responsible for lack of teachers' commitment to their work and teacher attrition which also can affect their performance. These findings confirmed Tansim (2006), George and Mensah (2010) studies which revealed that teachers in the developing countries often receive earnings that were not sufficient at providing them with a reasonable standard of living.

The work environment is also an important determining factor in teacher motivation. Environment plays a key role in job motivation, and performance. Table 4.3 showed the responses of teachers about the level of satisfaction with school environment. 63% said they were dissatisfied with the school environment whilst 34% felt satisfied with their school environment. This shows majority of teachers were not satisfied with their school environment. The reason for this could be lack of places of convenience, staff common rooms, dilapidated

classrooms, among others. These confirmed Adelabu (2005), findings in Nigeria schools and therefore greater attention should be given to improve work – related conditions of teachers to improve students’ performance. Skinner (1953) also states that the only way to motivate is to keep on making positive changes in the external environment of the organization.

Table 4.3, also presents information on the opportunity for upgrading professional qualification of teachers 48% of the respondents indicates that opportunities for career advancements was good while 20% of them said opportunities for professional upgrading is just ok. Although opportunities for upgrading teachers as showed by majority of respondents (48%) were good, they were still some challenges in matters relating to further studies.

On the level of job motivation over the last three years, it was found that 54% of the respondents’ motivational level remained the same over the last three years and 43% stated that their had been on a decline. No respondent indicated an increase in their motivational level over the last three years. This finding was not different from several previous researchers about lack of teacher motivation in developing countries. Ofoegbu (2004), EPA Report (2005), had all found in their various studies that motivation level among teachers was low.

With regards to the best incentives that can motivate teachers to be committed to their work, the data in Table 4.3 indicated that 38% of respondents said improvement of salary and allowances could motivate them to work harder. 24% of the respondents indicated students’ academic performances as the best motivating factor. Some respondents (13%) see regular promotion as best factor of motivation. Others (8%) viewed conducive environment as the best form of motivation, 17% indicated that the recognition and respect they receive from the society is the best motivation factor that can motivate them to be committed to their work, it is clear that

majority of teachers chose improvements in salary and allowances. This finding corroborated with Bennel (2004)

The implication of these findings is that it is imperative for government and all stakeholders in education to ensure a high level of motivation for teachers. One of the ways to ensure a high level of career satisfaction for these teachers is by enhanced salary and allowance as revealed in the study. This is needed to satisfy the materialistic needs of the teachers and also improve the public image and self-esteem of teacher.

4.3 Research Question 2: What are the Factors responsible for Poor Academic Performance of Students’?

Table 4.3 Causes of Poor Academic Performance of Students

Statement	Frequency	Percentage
Lack of qualified teachers	12	12
Lack of TLMs	25	25
Lack of effective supervision	13	13
Lack of teachers commitment to work	50	50
TOTAL	100	100

When respondents were asked to indicate their views on the factors responsible for poor academic performance of students, 57% of them indicated lack of teachers’ commitment to work, 26% cited lack of teaching and learning materials (TLMs) as the problem, and 15% of them said it was lack of effective supervision that was a factor affecting students’ performance. Only 12% of the respondents stated lack of qualified teachers as a factor (table 4.3). This revealed that the major factor that was responsible for poor academic performance of students in the municipal was lack of teacher’s commitment to work. The study of Etsey (2005) agrees with this, when he said lateness and absenteeism reduce the amount of instructional time and these

results in the syllabi not being completed. The 26% who cited lack of TLMs as a factor responsible of low performance learn credence to the importance of TLMs in teaching and learning. This confirmed by studies conducted by (Etsey, 2005) on the causes of low academic performance of students in some schools in Ghana. He said one of the causes identified was inadequacy of TLMs in schools, and concluded that the situation made it difficult of low academic performance of students to understand the lessons this led to low performance. The change of training colleges of education, the distance and sandwich programmes organized by the universities for teachers, among others might account for the less than one quarter of respondents who mentioned lack of qualified teacher as a factor. The one-quarter of respondents who indicated lack of effective supervision as the problem shows that, supervision in school is indispensable if efficiency and good quality is to be achieved.

4.4 Research Question 3: What are the Measures that can Improve Students' Performance?

Table 4.4: Measures to improve Students' performance

Statement	Frequency	Percentage
Upgrading of teachers knowledge and skills	30	30
Effective supervision	16	16
Availability of TLMs	36	36
Teachers commitment to work	18	18
TOTAL	100	100

On measures to improve student's academic performance in the municipal, 36% of respondents indicated availability of TLMs, 30% found upgrading of teachers knowledge and skills as a measure, 18% of them said it was teachers' commitment to work that should be looked

at. Sixteen percent indicated effective supervision as a good measure (Table 4.4). To improve student's performance, majority of the respondents recommended adequate and appropriate TLMs to be made available for effective teaching and learning.

4.5 Student's Academic Performance

This section of the study tries to analyse the following factors identified in the literature, as those that can affect teachers' performance in schools. Thus, those factors were used as indicators across the schools.

Table 4.5: Issues of Academic Performance

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Teacher absenteeism is not a problem in the school	9(9%)	41(26%)	8(8%)	35(35%)	7(7%)
Teacher comes to work on time	11(11%)	28(28%)	39(39%)	19(19%)	3(3%)
Monitoring team and supervisors school regularly visit the	29(29%)	43(43%)	10(10%)	18(18%)	0(0)
The behaviors of students in class is not a problem for teachers.	2(2%)	13(13%)	28(28%)	34(34%)	23(23%)
Teachers have the knowledge and skills to do their work.	23(23%)	73(73%)	0(0)	4(4%)	0(0)

On the issue of teacher absenteeism, it was found that 50% of the respondents agreed that absenteeism was not a problem in their various, 42% disagreed whilst 8% were uncertain as seen in Table 4.5. Considering the closeness of different opinions expressed by these groups of respondents, it means that the problem of teacher absenteeism could not be ruled out completely

in the schools. Etsey (2005) asserted that lateness and absenteeism reduce the amount of instructional time and these result in the syllabi not being completed. If the issue of teacher absenteeism should persist, it will lead to adverse effects on students' performance.

The findings of the research in Table 4.3 also revealed that monitoring team / supervisors were visiting the schools regularly. Almost three quarters of the respondents from all three schools agreed that supervisors pay regular visits to their schools. From this finding it is clear that supervisor's visit was not the problem, but the problem had to do with effective supervision of teachers' work. Some of these supervisors visit the schools just to write in the log books and interact with few teachers and then go their way. No proper supervision is done on the teacher's work.

Again, the study indicated that 96% of teachers had knowledge and skills to do their work while 4% of the respondents disagreed that teachers have the knowledge and skills to do their work. This finding showed majority of teachers in the district have the quality in terms of knowledge and skills to teach. This is confirmed on educational background of respondents indicated in table 4.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter concludes the study by dealing with the summary of the study, the recommendations made based on the findings from the study, and the conclusion drawn from the study.

5.2 Summary of the Study

The purpose of the study was to find out the impact of teacher motivation on students' academic performance in the Offinso Municipal. The issues considered included; why people decide to go into teaching profession, the best incentives that can motivate teachers to be committed to their work, the level of motivation among teacher's factors that affect students' academic performance and measures to improve teacher motivation and students' performance in the district. All the teachers in public Senior high schools located in the Offinso Municipal area were targeted for the study but 100 teachers were sampled from 3 senior high schools to participate in the study. A survey questionnaire was the sole tool used for the collection of data. The data was analyzed quantitatively using the descriptive and inferential statistics.

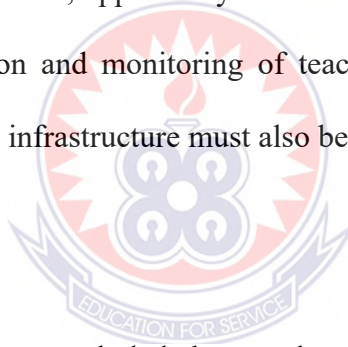
5.3 Main Findings

The study revealed that almost three quarters of respondents were in the teaching service because of the interest they had in teaching. However, more than three quarters of the teachers in general were not satisfied with their current salaries especially when compared to their colleagues in other profession. Also, more than three quarters of the teachers indicated that their

motivation level in the past three (3) years had remained the same which might account for strikes and demonstrations witnessed in the country. Improvement in salaries and allowances was found to be the best incentive to motivate teachers to be committed to their work as overwhelming majority of teachers indicated this.

Also, the study showed the following factors among others as accounting for poor academic performance of students: lack of TLMs, lack of effective supervision, lack of library facilities, and inadequate classrooms among others.

On the whole in order to improve teacher motivation and students' performance, teachers recommended the following measures: the need to improve their living and working conditions, the need to be recognized and respected, opportunity for career advancement be made easier and, there must be effective supervision and monitoring of teachers in the schools. Provisions of TLMs, library facilities and school infrastructure must also be considered by stakeholders.

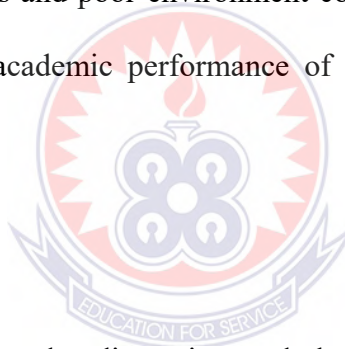


5.4 Conclusions

From the study it could be concluded that teachers are the most important factor in determining the quality of education that students receive. As a result, the government and other stakeholders in education have a responsibility to ensure that teachers are motivated in order to perform to the best of their abilities. Government and Ghana Education Service (GES) should therefore pay attention to the number of factors that affect teachers living and working conditions. From the findings of the study, it could be concluded that majority of the teachers were in the teaching profession because of the interest they have in teaching. They were however, not satisfied with the salaries they receive, opportunities for professional upgrading and in-service training and these resulted in low level of teacher motivation.

The findings also show a positive relationship between teacher motivation and students performance as majority of the respondents agree that with motivation teachers performance will be high and lead to improved students' academic performance. It was also revealed from the study that, there was no difference in terms of motivation on the basis of location which meant that teachers in rural schools were not better motivated than their urban counterparts. This means that the policy of government and GES to motivate teachers in rural areas through additional incentive packages needs to be looked at again.

The study further showed that other factors such as inadequate Teaching and learning materials (TLMs), inadequate salaries and allowances, lack of recognition and respect, indiscipline on the part of students and poor environment conditions were factors demotivating teachers which adversely affect academic performance of students at the public senior high schools in Offinso Municipal.



5.5 Recommendations

Base on the findings from the study, discussion and the conclusion drawn, the following recommendations are made;

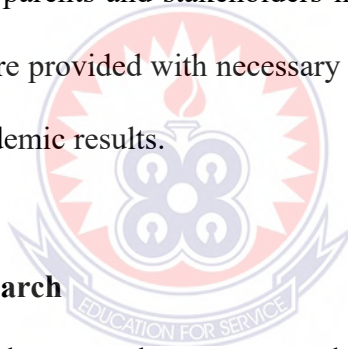
1. There should be a policy direction that will offer scholarship to the university for a child of every teacher in appreciation of teachers' contribution to sustainable national development.
2. Given the salaries, incentives, job security and working conditions are the most important determinants of teacher satisfaction and increased performance, the government should collaborate with GES to make these issues policy priorities. In this respect, the single

spine salary structure should be reviewed in order to ensure that highly qualified and very experienced teachers are retained in the schools.

3. Since teachers have low self – esteem and feel they are not respected by communities and society in general, teachers’ social status could be enhanced by government through the provision of effective training, decent working conditions and enhanced remuneration. These will make teachers feel recognized and motivated, so that the country’s educational system could play its role of being the key to the door of sustainable national development.
4. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance by their employers. This will give teachers a sense of security in their old age and as a result they will remain focused and committed to their work.
5. The management of Ghana Education Service should endeavour to embark on research in order to understand the current sentiments of the teachers regarding teaching and learning in schools. This will help management to formulate policies that will ensure high level of career satisfaction for teachers.
6. The Government should supply schools with adequate teaching and learning materials as well as other study materials to enhance teaching and learning to raise the academic standards of the students.
7. Another important area that needs attention is the effective supervision of teachers. Supervision should go beyond mere visiting of schools by monitoring team. Supervisors should be given in-service training to upgrade their knowledge and skills in modern and effective methods of teaching so that they will be better positioned to support and coach

the teachers in their circuits. The head teachers need to effectively monitor the activities of their teachers to ensure that they utilize their contact hours to the fullest.

8. Teachers should be constantly sent on training; they should attend conferences, seminars and workshops and the Government or schools should be ready to sponsor the teachers as this would motivate the teachers to take their responsibilities seriously.
9. Academic performance of students could be a source of motivation or demotivation to teachers. Teachers like every other employee in any organization would be satisfied with their work if they realize that their efforts are yielding positive results. On the other hand, people would be dissatisfied if nothing or failure is the results of their efforts. It is therefore important for all parents and stakeholders in education to play their roles well by ensuring that students are provided with necessary materials and support to study hard to achieve satisfactory academic results.



5.6 Suggestions for Further Research

Based on the study done, the researcher recommends that further studies be done in the area of monitoring and supervision of public senior high schools in Offinso Municipal. Since this study was limited to only teacher motivation in the Offinso Municipal a further study would be necessary to cover other areas in the municipal so as to establish a holistic trend regarding the factors responsible for poor academic performance.

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APPENDIX 1

AKENTEN APPIAH - MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT (AAMUSTED), KUMASI CAMPUS DEPARTMENT OF EDUCATIONAL LEADERSHIP QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

I am Matilda Apuswin Atia, an MA. Student in Educational Leadership at Akenten Appiah - Menka University of Skills Training and Entrepreneurial Development (AAMUSTED), Kumasi campus. I am carrying out a research study that seeks to examine the teacher motivation and its effects on students' academic performance in public senior high schools in Offinso Municipal. You have been scientifically selected to participate in this study. This is solely for academic purpose and your responses will be treated confidentially. Your answers to these questions are important for the success of this study. Thank you.

INSTRUCTION: Please, fill in the blank spaces and tick [] where appropriate

SECTION A

PROFILE OF RESPONDENTS

1. Age: 20-30 years [] 31 – 40 years [] 41 – 50 years [] 51 – 60 years []
2. Gender: Male [] Female []
3. Marital Status: Married [] Divorced [] Single []
4. Location of School: Rural [] Urban []
5. Highest Level of Education: SHS [] College of Education [] University [] Other Specify
6. Are you a professional teacher? Yes [] No []
7. Number of years in your current school: 1 year [] 2 years [] 3 years [] more than 3 years []

SECTION B

WHAT IS THE LEVEL OF MOTIVATION AMONG TEACHERS?

8. Why did you decide to become a teacher?
Interest in teaching [] Lack of other employment opportunities [] Pay [] Working hours [] School holidays []
Other specify
9. Are you satisfied with your job as a teacher in GES? Very satisfied [] Satisfied [] Neutral [] Dissatisfied [] Very Dissatisfied []
10. Are you satisfied with your present salary? Very satisfied [] Satisfied [] Neutral [] Dissatisfied [] Very dissatisfied []
11. Do you receive any non – monetary benefits? Yes [] No []
12. If yes, specify
13. Are you satisfied with your school environment?
Very satisfied [] Satisfied [] Neutral [] Dissatisfied [] Very dissatisfied []
14. How are opportunities for upgrading professional qualifications in GES?
Very poor [] Poor [] Just ok [] Good [] Excellent []
15. Are in-service training opportunities available in the service? Yes [] No []
16. How will you describe your level of job motivation over the last three years?
Declined significantly [] Decline [] Remained the same [] Increased []
17. Which of the following major specific motivational factor can motivate you to be committed to your work? Improvement of salary and allowance []
Regular promotion [] Conducive environment [] students academic performance []
Recognition and respect []
Other specify.....

SECTION C**WHAT ARE THE FACTORS RESPONSIBLE FOR STUDENTS' POOR ACADEMIC PERFORMANCE?**

18. Which of the following is a major factor accounting for poor academic performance of

students in your school? Lack of qualified teachers [] Lack of TLMs []

Lack of teachers' commitment to work []

Lack of effective supervision of teachers []

Other specify

1. Please tick [√] one of the alternative responses to each of the statements

Statement	Responses				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Teacher absenteeism is not a problem in the school					
Teacher come to school on time					
Monitoring team and supervisors visit the school regularly					
The behaviour of students in class is not a problem for teachers					
Teachers have the knowledge and skills to do their work well.					

SECTION D

WHAT MEASURES CAN BE USED TO ENHANCE STUDENTS' PERFORMANCE?

20. What actions are needed to improve students' academic performance?

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Thank you.

