UNIVERSITY OF EDUCATION, WINNEBA

TEACHER MOTIVATION ON EDUCATION DELIVERY, A COMPARISON OF

COMMUNITY AND URBAN SENIOR HIGH SCHOOLS IN SUNYANI MUNICIPALITY

IN THE BONO REGION OF GHANA

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DECLARATION

STUDENT'S DECLARATION

I, DORIS AFIA PREMPEW, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: ………………………………

DATE: ………………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE…………………………………………

 DATE: ……………………………………………….

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DEDICATION

To my husband, Mr. Seth Kenneths Addo and my children, Cleon Kwaku Addo, Regan Osei
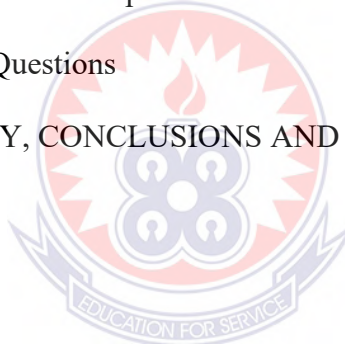
Addo, Golda Karen Addo and Gabrielle Sharon Addo.

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ABSTRACT

The purpose of this study is to find out the influence of teacher motivation on education delivery, a comparison of community and urban senior high schools in Sunyani Municipality of the Bono Region – Ghana. The objectives of the study were to find out existing tools for motivation of teachers in community and urban schools; find out the factors that motivate teachers in community and urban schools find out measures to improve teachers' commitment in community and urban schools. The researcher used descriptive survey design for the study. The target population of the study was all the headmasters and assistant headmasters and teachers of the five public senior high schools in the Sunyani Municipality. Purposive sampling was used to select all the 15 headmasters and assistant headmasters. Simple random sampling was used to select 135 teachers. This gave a total of 150 respondents. The researcher used closed ended questionnaire to collect data for the study. The study revealed that good working environment, teachers' feel of respect for their profession, increase in salary, payment of salary arrears, free meals, PTA motivational allowance, criteria for awards during speech and prize giving days and car maintenance allowance were the existing tools for motivation of teachers in community and urban schools. The study revealed, among other things, that promotion was the factor that motivates teachers at community and urban schools, that improving the conditions of teaching in rural areas and further training and promotion were seen as the measure to improve teachers' commitment in community and urban schools. It is recommended that Ministry of Education Directorate and school administrators improve working conditions in schools, and ensure that school environment is conducive for teachers to ensure their motivation and job performance through the provision of quality teaching and learning resources.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The issue of teacher motivation has been the most discussed topic in the nation recently; does it have any bearing with the teacher's performance? Motivation refers to "the reasons underlying behavior" (Guary, & Bennett, 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Teachers are arguably the most important group of professionals for the nation's development (Carmody, 2016). Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. It is crucial that we determine what increases teacher motivation (Guary, & Bennett, 2010. Davis and Wilson (2000) examined how and in what matters teachers were empowered. They revealed motivation and job satisfaction were most optimal when teachers worked in a positive school climate. In the view of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. According to UNESCO (2006), voluntary Service Organization also maintained that teachers' motivation is fragile and declining teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002).

The issue of teacher motivation is important because of its correlation with the quality of education. The government of any state should be responsible to ensure that teachers perform to the best of their abilities. An investigation into why teachers leave the profession found inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors (Bame, 1991). More recent studies have found poor or non-

implementation of services and deplorable socio-economic conditions in rural areas, where most teachers work as additional factors (Cobbold, 2007). Bennel (2004) also remarked that teachers" pay and other material benefits were too low for individual and house hold survival needs to be met in developing countries.

Teacher motivation has to do with teachers" attitude to work. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement in schools. The Education System in Zambia faced severe constraints in terms of finance (Carron, 2016). Public expenditure on education dropped from 11.56% in 1990 to 2.1% in 2000. (Ofoegbu, 2014) Though teachers commanded great respect in Zambian society, this is not the case at the moment.

Their status has been greatly reduced mainly due to poor conditions of services, such as low status of teacher and low salaries which may lead to lack of motivation. At the moment their salary levels are so low and teachers are classified among the poor who are unable to afford all the essentials of life (Carmody, 2016). According the Ministry of Education in Zambia (1996), lack of accommodation for teachers is another problem faced by urban teachers. Most teachers make their own accommodation arrangement near the schools and sometimes at longer distances. The houses in schools are in deplorable state because of lack of maintenance. Teachers in many counties in Sub-Saharan Africa are being asked to change radically in teaching practices at a time when the majority of them are

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increasingly de-motivated. Top-clown policy formulation and implementation with limited participation by teachers exacerbates the already very limited degree of self-determination that can be exercised by teachers and the end result is that many teachers feel that they are being coerced. Not surprisingly therefore, teachers resist (both actively and passively) these reform efforts (Bennell & Akyeampong 2007).

In Ghana, majority of teachers in public schools are suffering from various problems, one of them concerning payments. Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programmes (SAPs) conditionalities, particularly in the mid 1980s (Lyimo, 2014). Prior to the implement of SAPs conditionalities teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowance. One of the conditionalities imposed by World Bank and IMF through SAPS was the reduction in public spending on social services including education at all levels. The reduction of public social services affected teachers' payments such as rent allowance, transport allowance and teaching allowances were no longer provided. The removal of the above mentioned allowances led to financial constraint to teachers, as they were forced to depend solely on their salary. This situation affected their standard of living and caused multiple socio-economic problems which have adversely affected to pupils' learning. Millman (1985) argues that when the teachers arrive at schools and are insecure about health protection, financial security for their families, and work in poor and cramped working conditions, they are in poor condition to demonstrate their highest level of proficiency.

Similarly, Bakahwemama (2010) noted that the motivation for teaching comes from good payment. A good salary helps teachers to meet their basic needs and concentrate on teaching activities, while low salary discourages teachers to teach effectively.

1.2 Statement of the Problem

Many teachers continue to do their jobs in difficult circumstances, it is clear the hardship of the living and working lives have begun to take their toll on professional commitment (Armstrong, 2007). Most schools in the rural areas have enormous difficulty attracting teachers and most constantly operate without a full complement of staff, forcing them to depend on volunteers or non-professional teachers. In many countries, urban areas have qualified teachers who are unemployed, while rural areas have unfilled posts (Guary, & Bennett, 2010). This pattern of simultaneous surplus and shortage is strong evidence that the problem of teachers for rural schools will not be solved simply by producing more teachers and motivate them to work effectively and efficiently. Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs before a higher- order needs can be satisfied. The provision of teachers needs will prompt them to work hard to achieve the instructional objectives. In Ghana, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching —crisis proportions‖ in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is

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believed to have affected education delivery in rural and urban Senior High School in Sunyani Municipality of Bono region of Ghana.

Therefore, the aim of this study was to investigate the impact of teacher motivation on education delivery, a comparison of community and urban senior high schools in Sunyani Municipality of Bono Region – Ghana.

1.3 Purpose of the Study

The purpose of this study is to find out the influence of teacher motivation on education delivery, a comparison of community and urban senior high schools in Sunyani Municipality of Bono Region – Ghana.

1.4 Objectives of the Study

Specifically, the study sought to

1. find out existing tools for motivation of teachers in community and urban school in Sunyani municipality.
2. find out the factors that motivate teachers in community and urban schools at Sunyani municipality.
3. find out measures to improve teacher's commitment in community and urban schools at Sunyani municipality.

1.5 Research Questions

1. What are the existing tools for motivation of teachers in community and urban schools in the Sunyani municipality?

2. What are the factors that motivate teachers in community and urban schools in the Sunyani municipality?

3. What are some of the measures put in place to improve teachers' commitment in community and urban schools in the Sunyani municipality?

1.6 Significance of the Study

The findings of the study will be of importance to the Sunyani Municipality of the Bono Region as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers.

The findings will also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students.

The study will be of importance to the management of the schools as it will highlight on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation. Lastly policymakers may be informed about the ways in which available human resources can be handled to raise the level of productivity in education commensurate to enhancing quality assurance.

1.7 Delimitations of the Study

The study focused on Senior High Schools in the Sunyani Municipality of the Bono Region of Ghana. The population of the study was delimited to teachers and heads of the area studied. Questionnaires were used to collect data for the study.

1.8 Limitation to the Study

The findings of the study may not be generalized to the other districts and municipalities of the Bono Region and other parts of Ghana. Comparable studies could be carried out in the other senior high schools in the Sunyani Municipality to know what really motivates teachers to improve their performances.

1.9 Organization of the Study

This report comprises five chapters. The first chapter is the general introduction dealing with the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the organization of the project report. The second chapter deals with the review of the literature. The third chapter focuses on the methodology of the study; whereas chapter four presents result and discussions of data. Chapter Five presents the summary, conclusion, recommendation of the study and suggestion for further studies.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate conceptual and theoretical framework. The chapter discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, web sites and other credible sources of information to this study. This chapter also presents the works that have been done by other researchers which were considered relevant for the subject of study. The following topics were reviewed for the study

2.2 The Concept of Motivation

The concept "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 one wants them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that 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) and (Hoy & Miskel, 1991). 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).

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world, including Ghana, there has been a growing awareness about teacher motivation which is a key to education delivery, quality outcomes/delivery and high standards in the educational system (Best & Kahn, 2017). It is acknowledged that any nation that is aspiring

to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness (DiGropello, 2014). Therefore, the purpose of this paper is to critically discuss the importance of teachers' motivation and its influence on education delivery in the Ghanaian educational system. The paper showed the nexus between teachers' motivation and quality assurance in the Ghanaian educational system (Bennell, & Mukyanuzi, 2015).

Teachers are important instrument in education. They are also the pivot on which the educational process hangs (Michaelowa, 2002). Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching-learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Caprara, Barbaranelli, Steca, & Malone, 2016). 'Good teaching' here is taken to mean adherence to professional conduct and efforts to help students learn *as best as the teacher knows how*. Thus, job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and are driven by teacher motivation in a virtuous, or vicious, cycle. For example, when convinced of the effectiveness of improved teaching methods, the motivated teacher will also utilize these methods as part of her/his effort to help students learn as best as s/he knows how.

A body of literature highlights teacher motivation as critical for student learning outcomes. Baeza, Chesterfield, and Moreno (2003) find that teacher attitude is the dominant factor explaining teacher and school performance in their evaluation of a USAID basic

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education project in Guatemala (Mendez 2011). This reflects similar findings among assessments of the Escuela Nueva model in Colombia and Guatemala (Colbert & Mogollon, 1977; Schiefelbein, 2015; & Kraft, 1998). In East Africa, Anderson (2001) reports that teacher motivation was a key factor in Agha Khan Foundation teacher training programs. Using case studies of 12 African and South Asian countries, Bennell and Akyeampong (2007) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. Thus, in a variety of developing countries, high teacher motivation leads to positive educational outcomes.

However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system.

A study on the teacher as a crucial factor in curriculum innovation found out that teachers' empowerment/motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self-efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Petri, 2018). Teachers foster excellence in learning and teaching. As designers and developers of education, they guarantee quality assurance in it.

UNESCO (2005) re-emphasized that quality assurance is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education – such as teachers, head teachers, etc. are responsible for improving educational performance. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education. Their motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982).

Sergiovanni and Starratt (2017) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals. According to Sergiovanni (2005), motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

Vroom, (2015) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Vroom, 2015).

2.3 Types of Motivation

Motivation can be divided in two different types, extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits (Aronson, Wilson & Akert, 2002). Intrinsic motivation refers to internal factors such as job satisfaction. Deci (1972) argued that behaviour is determined by intrinsic as well as extrinsic motivation.
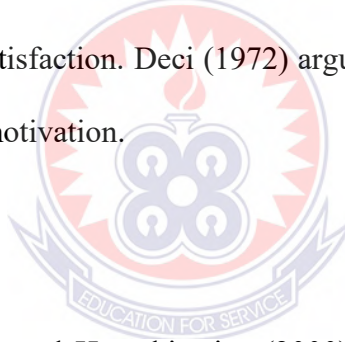
2.3.1 Extrinsic Motivation

According to Sansone and Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Some forms of extrinsic motivation include externally administered rewards like salary, free accommodation, free meals, weekly duty and extra allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work.

2.3.2 Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. some forms of intrinsic motivation include job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. Intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner.

2.4 Theoretical Literature Review

The literature on motivation contains numerous theories emanating from research efforts through various experiments by industrial psychologists and sociologists. There are famous theories such as Herzberg Two Factor theory, Expectancy Theory, Equity Theory, Maslow's Hierarchy of Needs and Motivation-Hygiene Theory. However, this study was based on the Herzberg Two Factors Model in identifying factors motivating teachers most, thus, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers' motivation in Ghana.

2.4.1 Herzberg Two Factor theory

Although Herzberg's theory is the most controversial, it has profound effect on the field of motivation (Hoy & Miskel, 2008). Herzberg developed the two-factor theory of motivation through "laboratory" experiments on human behaviour. He classified category of factors that a worker would have in the workplace. The first category comprises of satisfying experience in terms of factors that were intrinsic to the content of the job itself. He called these factors motivators. Motivator factors are based on an individual's need for personal growth. When they exist, they actively created job satisfaction. If they are effective then they can motivate an individual to achieve above-average performance and effort. Motivator factors include: status, opportunity for advancement, gaining recognition, responsibility challenging/ stimulating work, sense of personal achievement and personal growth in a job.

The other categories of factors are called "hygiene factors". These are based on the need for a business to avoid unpleasant condition at work. If employees consider these factors inadequate, then they become dissatisfied with work. Hygiene factors include: company policy and administration, wages, salaries and other financial remuneration, quality of supervision, quality of interpersonal relations, working conditions and feeling of job security. These emanate largely from non-job-related factors, they are extrinsic in nature and therefore to motivate employees, motivators must apply them (Steers & Porter, 1991). The implications of this theory are the employee's motivation can be obtained through changing the nature of an employee's job, i.e. job enrichment. Two-Factor Theory, expounded by Herzberg (1968), seems prominent model for identifying satisfying (intrinsic) factors and dissatisfying (extrinsic) factors determining job performance. From their study

they found that there are two sets of factors. The first set consists of achievement, recognition for achievement; work itself, responsibility and advancement seemed to be strong determining factors of job satisfaction. These were classified as intrinsic factors. All the factors are related to what a person does and not to the situation in which he or she does it.

From Herzberg's theory, it would be unrealistic to insist that intrinsic factors are excessively satisfiers and extrinsic factors are exclusively dissatisfies. A more realistic view is to regard both intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction. That is, the presence of certain variables lead to satisfaction, and their absence leads to dissatisfaction. Intrinsic factors, according to Herzberg (1968), are rewards of the job itself; these include such aspects as self- respect, sense of accomplishment and personal growth. Intrinsic rewards are more satisfying and motivating. Extrinsic factors, on the other hand, are rewards surrounding a job such as salaries, fringe benefits and job security. Thus job satisfaction and job dissatisfaction shared the same continuum. Midway between satisfaction and dissatisfaction is a feeling of neutrality where an individual is neither satisfied nor dissatisfied. Extrinsic factors can cause both satisfaction and dissatisfaction, but individuals are more likely to say they have bad or satisfied feeling about these extrinsic factors. Motivation hygiene overlooked personality characteristics of workers, which play a vital part in job satisfaction. For instance, a teacher who has a strong need for achievement could be extremely satisfied when he or she perceives himself or herself as not achieving his or her teaching profession.

Another set of factors was grouped as determinants of dissatisfaction. These were company policy and administration, supervision, salary, interpersonal relations and working

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conditions. These sets of factors related to the environment or the context of job and not the work itself. They termed them extrinsic factors and regarded them as job dissatisfies. From the findings Herzberg and his colleague formulated the Motivation/Hygiene theory. They termed hygiene factors as dissatisfies. They claimed that a good hygiene environment prevent job dissatisfaction but do not necessarily create job satisfaction or happiness. The argument launched here is that, when workers/ teachers claim for more salary and get it, the satisfaction they derive from it is too short and very soon begin to claim for more because money is hygiene factor. Such short satisfaction cannot be compared from that which one gets due to achievement. Several studies have attempted to replicate and /or apply Herzberg's (1968) famous "Motivation to Work" study in education settings. Johnson (1976), for instance, identified five factors (achievement, recognition, interpersonal relations, work itself and responsibility) that they were statistically significant in affecting teacher satisfaction.

Four factors (policy and administration, working conditions, status and personal life) were significant in affecting dissatisfaction. He further suggested that, personality of the principal seemed to be the factor which controlled the attitude of teachers and the findings of this study indicated that the organizational climate of schools contributed to teacher satisfaction – dissatisfaction. Sergiovanni (2005), who replicated Herzberg's study in an educational setting, interviewed teachers to find out about events associated with their jobs that made them feel unusually good and unusually bad. According to Sergiovanni's classification of teachers' responses, achievement and recognition were ranked first and second as factors contributing to good feeling about job. Simons (1970) found three content factors (achievement in the job, the work itself and recognition) that contribute to

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satisfaction in teaching. Achievement in teaching contributes most to satisfaction. Recognition from the head of the institution was determined to be a significant part of the motivation factor contributing to good performance of teachers.

There are some similarities between Herzberg and Maslow's models. They both suggest that needs have to be satisfied for the employee to be motivated. However, Herzberg argues that, only higher levels of the Maslow Hierarchy (e.g. self- actualization, esteem needs) act as motivator. The remaining needs can only cause dissatisfaction, if not addressed. According to Herzberg, management should focus on rearranging work so that factors acting as motivator can take effect. He suggested three ways in which this could be done; this is through job enlargement and job enrichment. The three concepts are explained here under/below. Job enlargement can be defined as increasing the number of tasks a worker performs, with all the tasks at the same level of responsibility and is also sometimes referred to the " horizontal job loading" (Kirk *et al*. 2000). Job enlargement, according to Olorunsola (2000), increases scope of the job and that job rotation, which is an aspect of job enlargement when applied in an organization, provides workers with opportunity to develop different skills, offering challenge and motivation achievement.

Job rotation is defined as the planned movement of people between jobs over a period of time and for one or more of a number of different purposes (Bennett, 2003). Basically, there are two forms of job rotation, one is within-function and the other is cross-functional. The former means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area, while the latter means movement between jobs in different parts of the organization over a period of time (Bennett, 2003). It is necessary therefore to consider the introduction of job rotation in work

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environment, in order to relieve staff of some of the monotony associated with routine work. Job rotation is often used by employers who place employees on a certain career path or track, usually for a management position, where they are expected to perform a variety of duties and have variety of skills and competencies. Job enrichment involves increasing a worker's responsibility and control over his or her work and is also called "vertical job loading" (Kirk, *et al*., 2000). Job enrichment allows the employees to expand their responsibilities or change their roles and develop new competencies without leaving their current position or the organization altogether. According to this perspective, if a job provides a sense of responsibility, a sense of significance and information concerning performance, the employees will be internally motivated to high levels performance. The key to creating this situation is to enrich jobs so that they provide five core characteristics: task significance, task identity, autonomy and feedback.

Despite the great contribution by Herzberg for stimulating more into work motivation, there are various criticisms against the theory. For example, some scholars (Kirk, *et al*., 2000; Singer, 1990) do believe that Herzberg's model does not give sufficient attention to individual difference at work places and assumes that job enrichment would benefit all employees in a "blanket" style. Other scholars have questioned the validity of methodology employed in Herzberg's research findings. Despite these criticisms, Herzberg's work is specifically praised for calling attention to the need for increased understanding to the role of motivation in work organizations. It should be noted that none of the other motivation theories had seriously addressed themselves to the issues of Motivators and Hygiene factors before. They were largely concerned with laboratory-based

findings on clinical observations. None had taken a serious reflection on the environment of the workplace.

2.5 Teacher Motivation

Theoretical literature on teacher motivation in developing countries is sparse, but certain psychological theories offer relevant applications for the developing country context. First, Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order needs for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries.

While the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement, other theories indicate that satisfaction of basic needs in and of itself functions as a mere *extrinsic*, or external, incentive. According to Benabou and Tirole (2000), extrinsic incentives are only weak reinforcers of motivation in the short run and negative reinforcers in the long run. In terms of work motivation, Herzberg (1966) finds that achievement, recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. For teachers, Chapman et. al. (1993) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline

requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their *intrinsic*, or internal, motivation such as achievement, recognition, and career development. The relationship between, and relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

Carefully-designed goals, teacher voice, and self-efficacy may be a further source of intrinsic motivation for teachers. Locke (1998) finds that goals that are specific, challenging, formed through employee participation and reinforced by feedback are those that most motivate employees. In the developing world, goals are often not so clearly defined and usually not determined in a participatory process incorporating teacher feedback. In terms of self- efficacy, or one's belief in their ability to realize goals, Bandura's (1997) social cognitive theory holds that self-efficacy represents an important determinant of motivation. According to Bandura, self-efficacy is a product of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences. These four components of self-efficacy are strongly related to Maslow's hierarchy of needs and the interplay between extrinsic versus intrinsic sources of motivation as discussed above.

Other studies address the motivation of teachers in developing countries to incorporate new teaching methods into their strategies to help students learn. In Egypt, Johnson et. al. (2000) documents the demoralization of Egyptian teachers struggling to apply new active learning techniques in the context of unsupportive school administration, lack of resources, and mechanical curriculum. Indeed, Johnson et. al. draws from Beeby's

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(1996) hierarchy of teacher development to suggest that unless the teacher's environment is supportive of more advanced teaching styles, teachers will be frustrated and disheartened in applying new techniques in the classroom. Furthermore, teachers at different levels of professional development may also need different levels of support. Therefore, it appears that teachers' self-efficacy and personal achievement can languish without training appropriate to their ability and the constraints of their school environment.

Against this largely theoretical backdrop, empirical studies of teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public school teachers. However, the situation of course varies from country to country. Some countries may face particular threats to teacher motivation while other countries face different, more, or fewer threats. For example, Michaelowa (2002) finds that in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal; more than 50% of fifth grade teachers seem to prefer teaching to any other profession, and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries. Ethiopia, on the other hand, exhibits nearly all of the causes and symptoms of low teacher motivation, as reported by the SC CO and from a VSO report (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.).

Thus, the following section divides the common causes of, or threats to, teacher motivation in the developing world into eight categories through a Teacher Motivation Framework of Analysis. Because the relative importance of each 'threat category' may vary between developing countries, this 'teacher motivation framework of analysis' can serve as

a useful tool to diagnose the relative severity of threats to teacher motivation in particular countries

2.5.1 Teaching in Rural Areas

Rural populations in Africa are expected to increase by 147 million and keep rising until 2040 (United Nations Development Planning, 2009). The report further indicates that by 2050, Africa will have 0.8 billion rural inhabitants while Rurality in the developed world is reduced as a consequence of urbanization. The UNDP"s 2009 Africa Rural Population Report indicates that the demand for rural education and teachers will increase with the growing rural population. However, a number of teachers are refusing rural postings due to concerns about the quality of accommodation, classroom facilities, school resources, access to leisure activities and health facilities (Akyeampong & Stephens, 2002). Moreover, their reluctance to accept rural posting stems from a profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education, you become, a village man (Hedges, 2002). In addition, the absence of female teachers in a school is a missed opportunity to provide meaningful professional female role models to young women and men on a daily basis (Rihani, 2009).Besides, pupils in urban areas are very lucky to be exposed to social life and can easily grasp what their teachers impart and simply pass their examinations unlike pupils in deprived communities. As a result, many countries report that teachers express a strong preference for urban postings all because students' performance is measured largely by their students' achievements and not the facilities available, the teaching and learning materials or the location of the school (Ankomah, 2005).

Teachers are always regarded as a powerful resource in any educational system; however, teacher job satisfaction is rarely considered (Garrett, 1999). Incentives, which bring about job satisfaction, are a key factor in teachers" quality and the commitment to the teaching organization (Klecker & Loadman, 1996). In addition, teacher job satisfaction contributes not only to teachers" motivation and improvement but also to students" learning and development (Perie, Baker & Whitener, 1997). In any human resource management policy, employee incentive and recognition schemes have become very significant elements (Yeboah, 2012). One's choice to enroll and remain in the teaching profession can be highly influenced by a change in teacher motivation, as well as performance in the classroom. Glewwe, Ilias and Kremer (2003) opine that teachers in developing countries respond more positively to incentives.

The authors cite a study that evaluated the effect of a randomized teacher incentive programme in Kenya in which financial bonus was offered to teachers whose students achieved higher scores on a standardized examination. The results revealed that the teachers in the study increased their effort to raise student test scores by offering more test-preparation sessions but once the application of the financial bonus ended and the teachers had no chance of earning additional money, their effort dwindled and the performance of the students also dropped. Adedeji and Olaniyan (2011) have argued that a major incentive for teachers to be located in rural areas is the provision of housing. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Mulkeen (2005) says that in Uganda, 15 percent of the school facilities grant was allocated to the construction of houses for teachers. This helped by providing accommodation for many teachers and eventually motivated them to stay in rural areas.

2.6 The existing tools for motivation of teachers

2.6.1Workload and Challenges

Expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. Michaelowa (2002) finds that these challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa. Furthermore, due to political influence and irrational policies, it is the least qualified teachers who are most often sent to the most challenging and neediest schools – frequently those located in rural areas (Bennell & Akyeampong 2007). In addition, safety and cultural traditions can severely undermine the motivation of female teachers to work in rural or remote areas (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.). Living far from school can also contribute to absenteeism (Methodological Guide for the Analysis of Teacher Issues 2010).

As schools expand to rural areas, teachers are beginning to instruct minorities speaking different languages. Many teachers are unfamiliar with these new languages, and unused to the challenges of teaching those with a different native tongue. Alternatively, national curriculum may dictate that teachers teach a secondary language, such as English, in which teachers are less competent and confident.

In many developing countries, teachers are increasingly asked to perform a greater range of duties, including health education, distributing food, giving immunizations, taking census data, and organizing community development activities. If not properly compensated, these sorts of demands on teachers can decrease their motivation

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(Ramachandran & Pal 2005). Other de-motivating challenges include teaching students of a lower social class and recent regulations banning student corporal punishment (Ramachandran & Pal 2005). Finally, not only does a heavy workload negatively impact teachers' effort, it also makes teachers resistant to applying new teaching methods (Bennell & Akyeampong 2007).

2.6.2 Remuneration and Incentives (largely extrinsic)

"The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers in those less developed countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realised." (Bennell & Akyeampong 2007)

In certain countries, in particular Latin American countries, teacher pay may reach the UNESCO-recommended threshold of 3.5 times GDP per capita (Teacher Compensation, Motivation and Working Conditions, 2006). However, teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues 2010). One such secondary employment activity, private tutoring, can be especially harmful to student achievement, or at least the distribution of

student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell & Akyeampong 2007).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell & Akyeampong 2007). Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky & Vegas, 2007).

However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (2000) note that across-the-board salary increases in Brazil were ineffective in increasing teacher performance. If teachers are able to support themselves and their families, *how* teachers are paid may be more important than *how much* they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. For example, in India irregularly paid salaries are a major source of low motivation (Ramachandran & Pal 2005). In terms of bonus pay, Muralidharan and Sundararaman (2009) find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

2.6.3 Recognition and Prestige (largely intrinsic)

"Teaching is a noble profession: as soon as you launch yourself into it, you gain a lot.

This is the reason that each year is compared to the last, and I think that everyone wants to improve." – Teacher in Rwanda, from VSO's *Valuing Teachers.* In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society. Low salaries play a role, but so does the assignment of administrative or menial tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell & Akyeampong 2007). On the other hand, the status of volunteer or community teachers appears to motivate those types of teachers to perform more so than formal or civil-servant teachers (Michaelowa 2002). In addition, sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran & Pal 2005)

Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring in Romania (Popa & Acedo, 2006) and Egypt (Hartmann 2008), an activity where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig 2002).

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2.6.4 Accountability (largely extrinsic)

In many countries, teacher accountability is generally weak. Systematic controls are inadequate, and teachers are rarely inspected and difficult to discipline. When salaries are deposited to banks, headmasters cannot withhold them from poorly performing teachers and face lengthy and ineffective alternate means of sanctioning them (Methodological Guide for the Analysis of Teacher Issues 2010). Furthermore, teacher pay and promotion is rarely linked to performance. When teachers are inspected, the process is often purely supervisory with little support or advice for how teachers can improve their performance.

Bennell and Akyeampong (2007) highlight the need for greater accountability in order to rein in unprofessional teacher behavior in Sub-Saharan Africa and South Asia. Duflo, Dupas, and Kremer (2007) find that increased accountability can function as a strong complement to other methods of improving teacher motivation. In Kenya, they observe that combining class size reduction with improved accountability (by hiring local teachers on short term contract or by increasing parental oversight) produced larger test score increases than reduced class size alone.

However, accountability that is too harsh or not complemented with support can just as readily damage teacher motivation. A large number of inspector visits or large degree of parental oversight decreases teacher job satisfaction, although these measures also increase student achievement and decrease teacher absenteeism (Michaelowa 2002). Finnigan and Gross (2007) warn against the de-motivating consequences of continually sanctioning of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve their performance. Looking at schools in Israel, Friedman (1991) also finds that the drive toward measurable goal-achievement, lack of trust in

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teachers' performance, and circumscribed environment can cause teacher burnout. Kotez (2002) warns against holding teachers accountable purely through test scores. He argues that this creates perverse incentives for reallocation of teaching effort among students, cheating and manipulation of scores, and coaching or teaching to the test. Instead, he recommends combining objective assessment of test scores with more subjective assessment, such as classroom observation.

Keeping these caveats in mind, in some contexts teachers actually desire greater accountability. In Pakistan for example, teachers desire more interaction with the district administration and want to see more effort from School Management Committees (SMCs) in school matters (Teacher Professionalism in Punjab: Raising Teachers' Voices 2005).

2.6.5 Career Development (largely intrinsic)

While many teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, Bennell and Akyeampong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development. In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg 2009). Teachers generally appear to be confident in their own abilities (Bennell & Akyeampong 2007), but feel they need the external support, tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder.

Professional development also enhances teacher motivation through an important and related channel: observed student achievement. Teacher job satisfaction has been found

to be correlated with high-performing students (Michaelowa 2002), and teachers in a variety of developing countries have been seen to become more motivated when witnessing their effort pay off in the form of improved student performance. Namely, coaching teachers to set expectations for students, better manage the classroom, and apply new teaching methods can be very effective in motivating teachers when they witness the payoffs of such techniques (Mendez 2011).

Unfortunately, conditions surrounding career development often undermine teacher motivation. Teachers are often recruited from lower-performing academic tracks in the education system; and this not only contributes to a view of teaching as a lower-skilled profession, but also makes teaching a job of last resort for the skilled – and an attractive option for the untalented (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.). Michaelowa (2002) finds that teachers with the highest educational attainment are the least satisfied with their job, indicating that their preparation is mismatched with the reality of their work. When committed, skilled teachers do enter the system, they face few opportunities for promotion and only infrequent, low-quality training that fails to give teachers the tools to overcome their classroom challenges (Ramachandran & Pal 2005). Teachers often rely on and value the opportunity to network with other teachers, and even the chance to progress up the career ladder to become formal mentors to other teachers, but these opportunities are scarce.

Because criteria for advancement are primarily based on qualifications and years of service, both good and bad teachers are promoted together, further undermining motivation (Bennell & Akyeampong 2007). Teachers often see their work in the classroom as a stepping stone, and desire to move on either to school administration or another profession

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entirely. However, the current system provides few opportunities for advancement either within or outside of the classroom. (Fanfani 2004). When teachers do pursue their post-classroom ambitions, their independent study to increase their qualifications can lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues, 2010).

As discussed in the recognition and prestige section, teachers are often de-motivated when perceiving that their work is being de-professionalized by overly scripted teaching regulations. For example, a study of teacher motivation in Tanzania recommends reinforcing the professionalism of teaching by giving teachers greater autonomy in choosing which pedagogies to apply in the classroom (Oluoch n.d.). The advent of community teachers and parateachers has also made formal or civil servant teachers feel the professionalism of their work is threatened (Ramachandran & Pal, 2005). However, it also appears that community teachers are generally more motivated than civil servant teachers (Bonnet 2007), perhaps because of shorter distances to school, close ties to the community, and greater feelings of service (Methodological Guide for the Analysis of Teacher Issues 2010).

2.6.6 Institutional Environment (largely extrinsic)

Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation, especially in South Asia (Teacher Professionalism in Punjab: Raising Teachers' Voices 2005). Teachers have a strong sense of equality, and become de-motivated when they see other teachers (frequently

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mathematics, science, and language teachers) receive what they perceive to be special treatment (Ramachandran & Pal 2005).

With increased reform, teachers face constantly changing policies, which can confuse and de-motivate. In addition, constant transfers mean that teachers are often unable to teach in the same school long enough to witness the change in student achievement resulting from their efforts (Bennell & Akyeampong 2007).

School headmasters can play an important role serving as examples and leaders (Javaid 2009), but they lack the necessary training and experience. Headmasters rarely receive training, and they themselves are often promoted to such a position through political influence. Many headmasters still have pedagogical responsibilities that prevent them from sufficiently supervising and supporting teachers (Charron & Chau 1996). Other conditions limiting the effectiveness of headmasters to improve teacher motivation include weak management systems for headmasters, overly tight fiscal management policies, and constrained powers of headmasters vis-à-vis teachers (Mpokosa & Ndaruhutse 2008).

In Lesotho, teachers' professional relationships with supervisors are critical for teacher motivation and outweigh the influence of pay and facilities on motivation (Urwick, Mapuru & Nkhobotin 2005). In Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from Regional Education Bureaus (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.).

2.6.7 Voice (largely intrinsic)

Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities (Bennell & Akyeampong 2007). Teacher perspectives and needs are rarely considered in education policymaking or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform.

Teacher motivation in many countries is positively related to greater voice in decision-making. In some places, teachers find expression in unions. In Africa for example, Union membership increases job satisfaction (Michaelowa 2002). However, unionization also carries risks. Even when teachers want to teach, they may be pressured by unions to strike, which interrupts their teaching and can serve as a source of de-motivation, as in Guatemala (Cifuentes 2011). Teachers in Ethiopia not only desire a larger say in education policy, but also want improved dialogue between unions and teachers as the union itself becomes insulated from teacher input (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.).

2.6.8 Learning Materials and Facilities (largely extrinsic)

In many countries, teachers increasingly have to do more with less. A small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. In Africa, Michaelowa (2002) finds that adequate provision of textbooks can improve teacher job satisfaction and increase student test scores. In fact, she concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction. In

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Ethiopia, teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce. (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.)

Basic amenities such as water and electricity are also very important for teacher job satisfaction and motivation. For example, sanitary facilities are especially important to motivate female teachers to work at a given school (Ramachandran & Pal 2005). Other problems include slow textbook development; restricted space; nonexistent or under-resourced libraries, laboratories, etc. However, like pay, learning materials and facilities are merely a necessary but insufficient factor in teacher motivation; and once these needs are met only then can intrinsic factors such as recognition, career development, and voice have a deeper impact on motivating teachers.

2.7 The factors affecting teacher motivation

People are involved in educational processes for a variety of reasons, such as increasing their personal income, raising their living standards for higher levels, vocational concerns, intellectual development and social upbringing. Countries aim to increase the human capital power in society, to bring higher level of human development of the society, to increase the production potential of the country, to create the healthier and democratic society and to achieve sustainable development (Yılmaz & Sarpkaya, 2016). Individuals' educational needs are dispensable compared with their basic needs. However, each individual's educational expectation may differ. This situation may result in situation where the individuals can be reluctant to continue with the education process (Serin, 1979). In this context, teachers who are responsible for coping with student's diversity and limited

opportunities, despite unfavorable environmental factors, should be taken into consideration keeping their own motivation in terms of sustainable development goals of the country. There is a general consensus that workers with feelings of resentment and exhaustion may have a low productivity or people's level of motivation effects on job's performance (Alıç, 1996). Motivation, on the other hand, stimulates people to change their behaviors, and make effort to sustain their endeavors in the direction of determined goals (Steers & Porter, 1991; as cited, Riggio, 2014, p.189). Employees who are highly motivated to work are likely to be more productive than those who are forced to do their jobs (Adair, 2003). The level of teachers' performance connects to their motivation, capacity and work conditions (Leithwood, 2006). In this context, researchers have developed various theories about human motivation and employee motivation that are effective in the performance of organizations. These theories will be discussed in the theoretical framework.

The teachers, who play an important role in the productivity and quality of the educational organizations, are humans rather than machines and also these directly serve the business of the country and develop the behaviors of the social life. Teachers in Turkey need to be supervised, rewarded in an effective way. Turkey National Ministry of Education has a regulation for public school teaching position, which states as follow; all teachers can be employed under the examination regulation transition according to education faculties. According to the criteria of the staff, educational, scientific, cultural, artistic, sportive activities and central examination system, the teachers who start from teaching have the right to progress in national education career stages (Boyacı, 2016). The nation has not organized any examination for career stages for about 10 years. Therefore, the teachers are waiting for their career steps. According to Ağaoğlu (2016), Turkish teachers in the national

education system are audited by educational supervisors and school principals. There are more teachers and employees in the system. Educational supervisors have a lot of workload. The supervision of the teachers is left to the school principals. It is necessary to increase the knowledge of school principals on the audit and evaluation side. On the other hand, *'teachers' professional development' is accepted as the primary factor affecting school development and students' success* (Canales & Maldonado, 2018).

According to the study of Thoonen et al. (2011), the school level of welfare working conditions, and the level of cooperation in school motivates teachers to improve their teaching activities. Collaboration in the school provides teachers with the opportunity to solve problems together, gaining feedback and information. Moreover, teachers encourage the use of new materials in class, experimenting new things, which reflects current teaching and comprehensiveness of any given class. Collaboration in school provides support to teachers and triggers professional cultures and increases teachers' tolerance in ambiguity. Confidence in the school can also affect teachers' prosperity and level of cooperation in the school. However, confidence in the school can negatively affect teacher motivation and teacher professionalism. Excessive confidence moderates the influence of organizational factors and leadership behaviors. Transformative school leadership also influences teacher's motivation, and motivates them to get involved in professional learning activities. Teachers are reluctant to be involved in the process of building the vision of the school. If teachers are experiencing job satisfaction with teaching activities in the class, their willingness to participate in extracurricular activities becomes lower. The school principals respect that teachers do not participate in the decision-making process related to school. Teachers can regard this situation as a non-verbal agreement.

According to the study of Karaköse and Kocabaş (2006), teachers working in private schools have a more positive perception of their motivations regarding the attitudes and behaviors of school principals than teachers working in public schools such as valuation of the opinions and the appreciation by school principals. Similar findings are valid within their profession prestige. On the other hand, private school teachers experience more stress in their jobs. Appreciation of teachers and valuation of teachers' opinions are considered by the results of the past researches (Özgan & Aslan, 2008; Öztürk & Dündar, 2003; Barlı *et al.*, 2005). The findings of Öztürk and Dündar (2003) reveal the importance of courtesy in the communication. However, according to Barlı *et al.* (2005), the physical conditions of the school and the cooperation between colleagues positively affect teachers' work-motivation. In the study of Bıshay (1996) results have shown that teachers liked teaching more than any other profession. Besides, the socialization of some colleagues' field is not as important for others and neither does it intimidate them when it comes to job-satisfaction. Research suggests that teachers are highly satisfied with their occupations.

However, this result contradicts with a past study where teachers work with selective chosen individual students rather than all students. For instance, successful classroom discussions and class size reduction would help promote the job-satisfaction. The result shows that gratification of higher-order need is the most important one. However, young teachers were not satisfied with their incomes according to this study. While satisfaction seems more correlated with personal factors than environmental factors, environmental factors are not excluded. The atmosphere rewards paperwork, which affects teachers' motivation negatively or positively. For example, atmosphere is important for science and math teachers as well as rewards are important for older teachers without being told that

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women find paperwork burdensome. When we look at the past literature, it can be thought that teacher give an importance to internal factors more that external factors except school environment.

2.8 The measures to improve teacher's commitment

Motivation waxes and wanes as it is dynamic, situational, and psychologically experienced (Dörnyei, 2005). However, chronic drops over the long-term might be indicative of teacher burnout, of which three factors have been identified and investigated regarding their relationships to school context variables – emotional exhaustion, depersonalization, and low personal accomplishment (Grayson & Alvarez, 2007; Skaalvik &Skaalvik, 2009). Experience in any dimension of teacher burnout can be linked to a disparity in any of the three basic psychological needs for well-being – autonomy, competence, and relatedness (Deci & Ryan, 2002). Teachers with at-risk conditions can remotivate with three principles – managing emotions counters emotional exhaustion; joining communities counters depersonalization; and boosting efficacy counters low personal accomplishment.

Each principle covers the three basic psychological needs for well-being. The ability to cultivate and maintain conditions which fulfill these needs is a process called self-regulation (agency), which is used to achieve personal goals in the long-term, and to cope under stressful conditions in the short-term. Skinner and Edge (2002) identified the two key factors that allow people to cope adaptively as they struggle to persist in times of difficulty – a sense of control (autonomy) and social support (relatedness). These two key factors bring enjoyment and hope, which are linked to greater effort, deeper cognitive engagement, and

more self-regulated behaviors within the workplace, promoting proactive step-taking toward preferred futures (Dai & Stenberg, 2004).

2.8.1 Managing emotions

Emotional exhaustion is the primary predictor of teacher burnout and it relates directly to negative interactions with students, colleagues, and supervisors (Grayson & Alvarez, 2007). Managing emotions is a coping skill that can lead to improved cognition. It is situated contextually and culturally, and is exercised by a self-regulatory agent. When the agent perceives incongruence either internally or externally between actual and desired outcomes, coping skills are exercised to repair mood (Eich, Kihlstrom, Bower, Forgas, & Niedenthal, 2000).

Your successful emotional management can improve moods and thinking not only for you, but for those you interact with. And at stake might be more than just feelings. It can be a bonding with others and a building of your reputation that lands or loses a job. It can be that one extra reason that gives someone the trust to take a chance and extend you an offer when you least expect it.

Here are the top ten most commonly used emotion regulation strategies in the workplace, according to one study (Diefendorff, Richard, & Yang, 2008), ranked by frequency of use: (1) Seek out individuals who make you feel good, (2) keep yourself busy working on other things, (3) do something enjoyable to improve your mood, (4) try to solve the problem, (5) find humor in the situation, (6) think about how the other person feels, (7) consider how things could be worse, (8) pretend you are in a good mood, (9) turn your attention to something that doesn't bother you, (10) remind yourself that you cannot control

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everything. Ask teachers how they successfully cope. Their stories and encouragement can help you create positive emotions and motivate you to keep learning new ways – telling yourself you can do it; singing songs; smiling; reminding yourself that you are not the only one struggling; getting cardiovascular exercise; appreciating others; making to-do lists and crossing things off at completion; pasting inspirations all over your walls; taking breaks to recharge. Probably the most critical emotion for enabling well-being in times of distress is hope. Hope generates agentive and pathways thinking, the cognitive processes of believing in the ability to maintain self-control toward achieving your goals, and imagining alternative routes toward them when the way is blocked (Snyder, Cheavens, & Sympson, 1997). Without hope, individuals neither see nor seek ways around obstacles. And with it they become capable of overcoming obstacles and engaging toward their preferred futures (Carver & Scheirier, 2007).
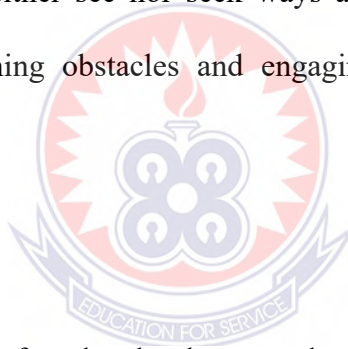
2.8.2 Joining communities

Depersonalization was found to be the second major contributor to teacher burnout (Grayson & Alvarez, 2007). The sense of social support is crucial for teachers under stressful conditions (Kieschke & Schaarschmidt, 2008; Wilhelm, Dewhurst- Savellis, & Parker, 2000). With joining a community, teachers can find the relatedness that they need to persist and even to maintain wellbeing. Relevant here is the belonging hypothesis, which is that "human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relations" (Baumeister & Leary, 1995). We get motivated through socialization. Our community involvement and interpersonal relationships form the processes of social identities and actions we take in the community.

These social identities interrelate with our individual identities; social concepts, attitudes, and behaviors are co-constructed through self-concepts, attitudes, and behaviors (Hogg, 2003).

Therefore, when choosing a community to join to help reach your goals, first delineate them in relation to your preferred future self-identity, and the principles used to determine the importance of your goals. Afterward, you can more effectively evaluate these in relation to the organizational beliefs, image, and practices of the community you seek to join. Communities can enrich our lives through the interpersonal processes of forming and attaining both personal and mutual goals (Snyder, 1994). Through observing and interacting with others, you learn ways of doing things that you wouldn't have figured alone. You can increase the ability to cultivate pathways for attaining individual goals alongside interrelated goals when enacted through the synergy of a cooperative community. Figure 1 by Snyder (1994) depicts how *me* and *we* goals can resonate and that teachers can assist each other in reaching them.

Teachers can collaborate to mentor each other, and model the behaviors and values that lead to professional success (Hooker, Nakamura, & Csikszentmihalyi, 2003; Park, Oliver, Johnson, Graham, & Oppong, 2007). Examples are meeting to talk about classroom problems and solutions, forming reading circles that focus on pedagogy and research, and collaborating on projects. A mutual goal can simply mean enjoying a pleasant day, with daily greetings, respectful language, and polite demeanor contributing immensely toward a cooperative environment. If you are experiencing the opposite, set a good example and keep working toward it. Sometimes others do not cooperate. Regardless of the culture and context, bullying and mobbing permeate academia (Twale & De Luca, 2008) and every

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workplace – numerous studies have consistently shown that such behavior deteriorates the quality of work performance, and the physical and mental health of employees, with costs paid in damage to the organization's reputation, medical fees, legal fees, and human lives (e.g., Namie & Namie, 2009; Porath & Pearson, 2009). Often victims or "targets" do not know what is happening to them until it is too late. Here are specific ways to deal with bullying (garnered from Kohut, 2008; Lubit, 2004): (1) Don't blame yourself, blame the bullies — you just happen to be the target at the time; (2) avoid them — despite appearances, bullies do not have the capacity to empathize or cooperate; (3) avoid provoking them — bullies excel at setting people up, distorting facts, spreading rumors, and manipulating others; (4) document each act and how it made you feel — not only does this help you vent, you can analyze the situation more objectively when you are calmer; (5) don't let them see, hear, or smell your weakness or pain — they feed on it, and their attack escalates; (6) seek friends and allies for support, and for knowing that the school does employ kindhearted people; and (7) cherish your little victories daily.

How well teachers under stress cope seems to have a reciprocating effect on the people around them. As stress increases, teachers become less tolerant and more aggressive. Such behaviors isolate them even more. In one longitudinal study (Wilhelm, et al., 2000), teachers who remained in the profession had two things early in their careers — hope and a professional role model. If you find these lacking in your immediate environment, self-assertively seek a community with supportive role models to share academic interests and goals.

2.8.3 Boosting Efficacy

The third contributing factor to teacher burnout is low personal accomplishment, meaning low self-efficacy, the belief in your abilities to do the job well, and it relates to persistence of an activity within a specific context (Bandura, 1997). Professional efficacy and classroom efficacy are the two underlying psychological forces that drive teachers toward self-directed professional development that can lead to job satisfaction (Mushayikwa & Lubben, 2009). After committing to a long-term goal, divide it into attainable sub goals. With each achievement, you build self-efficacy, impelling persistence, improving your outlook and demeanor, and increasing chances of getting the recognition needed to help take control of your career development.

2.9 Strategies for Increasing Employee Commitment

Organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of employee's dedication to an organization (Lumley, 2010). Hall, Schneider, and Nygren (1970) defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated and congruent. Meanwhile Porter, Steers, Mowday, and Boulian (1977) viewed organizational commitment in terms of the strength of an individual's identification with and involvement in a particular organization. Whereas, Mowday, Steers, and Porter (1982) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Similarly, Allen and Meyer (1990) regarded organizational commitment as a psychological connection that individuals have with their organization, characterized by strong identification with the

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organization and a desire to contribute to the accomplishment of organizational goals. Based on these opinions, organizational commitment can be defined as an employee's willingness to involve in and to be the part of a particular organization which is seen as his or her investment over time.

Teacher's commitment might be high or low. High committed teacher usually performs the following: (a) appetite for new challenges: high committed teacher is always looking for new challenges. They are thirsty for knowledge and skills and are more happy at schools that allow them to quench that thirst; (b) problem solving attitude: whatever obstacle may come, high committed teachers are prepared to seek way to overcome it even without any direction from the school principal; (c) willingness to lead: high committed teacher does not need much direction from the school principal because they have already known what tasks should be carried out and how to carry out the such tasks to the best possible standard, and come up with their own ways to solve emergencies and crisis within the school; (d) job and career satisfaction: high committed teacher tends to feel satisfied with their job and career; and (e) greater performance: high committed teacher does everything better than what are required (Webrecruit Ireland, 2015). On the contrary, low committed teacher may create difficulties and cause the deviations in respect to the educational aims of the school. Low committed teacher usually performs the following attitudes: (a) showing less interest in advancement; (b) seeming less interested in pleasing their boss then before; (c) acting reluctant to commit to long-term projects; and (d) doing the minimum amount of work needed (The KMA Team, 2014).

Based on the above definitions, teacher's organizational commitment refers to teacher's perception of and identification with the organization in which he or she belongs.

Teacher's way of perceiving the organization may influence the way of his or her identification with that organization. We do believe, a teacher may be gladly identify his or herself with the organization in which his or her rights are met adequately and, then, involves strongly contributing for the attainment of the organization's goals.

There are many ways to build teachers commitment and employers often fail to realize that some of the most effective things they can do to develop and sustain motivated, committed employee's costs very little or nothing at all. Nelson (1999) proposes the power of the five.

Interesting work: No one wants to do the same boring job over and over, day after day. Moreover, while any job will always require some boring, repetitive tasks, everyone should have at least a part of their job be of high interest to them.

Information: Information is power, and employees want to be empowered with the information they need to know to do their jobs better and more effectively. Further, more than ever, employees want to know how they are doing in their jobs and how the company is doing in its business. Open channels of communication in an organization allow employees to be informed, ask questions, and share information.

Involvement: Managers today are faced with an incredible number of opportunities and problems and, as the speed of business continues to increase dramatically, the amount of time that they have to make decisions continues to decrease. Involving employees in decision making, especially when the decisions affect them directly, is both respectful and practical. Those closest to the problem typically have the best insight as to what to do. As one involves others, one increases their commitment and ease in implementing new ideas or change.

Independence: Few employees want their every action to be closely monitored. Most employees appreciate having the flexibility to do their jobs as they see fit. Giving people latitude increases the chance that they will perform as one desires - and bring additional initiative, ideas, and energy to their jobs.

Increased visibility: Everyone appreciates getting credit when it is due. Occasions to share the successes of employees with others are almost limitless. Giving employees new opportunities to perform, learn, and grow as a form of recognition and thanks is highly motivating for most people. Madigan et al. (1999) provide practical strategies that organizations can use to increase employee commitment. They first propose that, in order for an organization to increase the commitment levels of its employees, it has to recognize the fundamental need of the employee to maintain a work-life balance. The recognition of personal and family life must be seriously considered. Organizations might want to consider implementing such practices as: flexible work schedules; personal time-off programmes; job-share arrangements; reduced work weeks; work-from-home arrangements; and training programmes that offer practical suggestions on how to better affect the balance between personal life and work life. The composition of today's workforce is much more complex. Dual income families and single parents with dependents are the norm. The term extended family encompasses not just grandparents or in-laws, but children from previous relationships, step-children or foster children. Given these new structures, it is not surprising that the workforce is having difficulty balancing work-life activities. Whereas one individual bore the burden in the past, the responsibilities are often shared between two working individuals today. Both feel the pressure to balance work and family life and

squeeze in some time for themselves, establishing work-life programmes will go a long way in alleviating stress and will impact positively on commitment levels (Denhardt et al., 2008).

Mullins (1999) concludes that a high level of employee commitment implies willingness to work for the organization's benefit: but that its continuation depends on the reciprocal commitment by the organization to its members. In the current industrial climate, there needs to be concern not only for producing goods or services, but also for the encouragement of innovative, exploratory and creative ideas that go beyond what can be prescribed for the job, and for the application to work of intuitive as well as explicit knowledge. These multiple objectives can only be achieved if managers consider, with care, exactly what kinds of commitment they are aiming for, and design policies and practices accordingly.

2.10 Empirical Studies on Motivation on Teacher Commitment

From literature available on teacher motivation, it is clearly evident that a lot of surveys regarding employees and what motivates them have been undertaking. These employee motivation surveys have been conducted in many different job situations, among different categories of employees using different research methods and applications. One of the very first survey to be conducted was on industrial workers by (Hershey & Blanchard, 1969) over the years, similar or different survey employees have been carried out see (Kovach, 1987, 1993; Wiley, 1995; Lindner, 1998, 1999)

According to Kovach (1987), on the effect of motivation on the commitment of industrial employees, respondents were asked to rank ten "job rewards" factors based on personal preferences where the value 1 represented most preferred and 10 being the least

preferred. The results were as follows (1) full appreciation of work done (2) feeling of being (3) sympathetic help with personal problems (4) job security (5) Good wages and salaries (6) interesting work (7) promotion & Growth (8) employees loyalty (9) Good working conditions (10) tactful discipline During the periods of (1946, 1981 & 1986) when teachers surveys were carried out, supervisors were at the time asked to rank job rewards, as they taught employees would rank them. The rankings by the supervisors were relatively consistent for each of the years. These rankings were as follows: (1) Good wages (2) Job security (3) promotion and Growth (4) working conditions (5) interesting work (6) personal loyalty to employees (7) tactful discipline (8) full appreciation (9) sympathetic help with personal problems (10) recognition (Kovach 1987). The results from the supervisor survey indicated that their ranking had not changed over the study period with regards their collective perception of factors that motivate employees. This shows that they had a very inaccurate perception of what motivates employees but also that they did not realize the importance of the need theory.

In a survey by Wiley (1997) in which approximately 550 questionnaires were administered to person employed at different industries and divided into 5 subgroups, or categories namely: (occupation, gender, income levels, employment status and age) they were asked to rank 10 factors according to the level of importance each is in motivating them to show higher commitment with the most important factor ranked 1 and the least important ranked 10th. The survey concluded with the following collective rank order by respondents: (1) Good wages (2) full appreciation of work done (3) job security (4) promotion (5) interesting work (6) company loyalty to employees (7) Good working

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conditions (8) tactful discipline (9) recognition (10) sympathetic help with personal problems.

The results from a representative sample of the labour force in seven different countries by Harpaz (1991) showed that the two most dominant motivational factors to employee commitment were "interesting work" and Good wages"; He further concluded that these two factors were consistent across different organizational levels, between genders and age groups. Quinn (1997) also cited in Harpaz (1991) concluded, "When the ratings of twenty three job related factors (including the need factors) were carried out, the conclusion reached was that no single factor was pre-eminently important". He further pointed out that, "The most aspect of the worker job was that of sufficient resources to perform a task.

From the above studies presented so far, the rankings by different subgroups have shown semantic differences in the importance placed on different motivational factors. For example (Kovach, 1987, Wiley, 1997 and Harpaz, 1990) .The discrepancies in these research findings supports Nelsons (2001) positional view that "what motivates employees differs and may change for the same employee over time". It is appropriate at this level to give a brief summary of the previous researches in this thesis. Even though the original need hierarchy theory was presented some 50 years ago, some of it if not all factors remain of significant importance to employees today. The large number of earlier and recent studies investigating employee motivation using sometimes the original or modified version of Maslow's theory, may continue the appreciation of this theory and the issue of employee motivation.

2.11 Research Gap

Literature review presented empirical findings from both, developed and developing countries and finally those done in Ghanaian context. From the literature it can be seen that, the research conducted in other schools to address more in work overload, poor pay and how teachers are recognized by the society. Others can be done to address more in working conditions, teachers' competence, teachers' status, remunerations, fringe benefits and career advancement (Adelabu, 2005). Those conducted in Ghana also addressed on low salaries, (Davidson, 2005), delaying arrears and allowances payments. This study intends to investigate the influence of teacher motivation on education delivery, a comparison of community and urban senior high schools. Therefore, a researcher believes that this study will contribute on other factor of "Motivation-Hygiene Theory" as discussed by other researchers on teachers" motivation. The factors which most of researchers didn't talking about are recognition of the teachers due to their effort used in their teaching activities. Recognition has to be done in workers day (May Day) even at school level. Involvement of teachers in decision making and power relationships with national authorities and teachers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the methods and techniques used in gathering data for the study. It discusses the research design, the population, sample and sampling technique, instrumentation, data collection procedure and methods of data analysis.

3.2 Research Design

The descriptive sample survey design was used for this study. According to Creswell (2013), the descriptive design involves the collection of data in order to answer questions or test hypotheses concerning the current status of the subject of the study. According to Cohen, Manion, and Morrison, (2000), descriptive research gives a picture of situation or a population and it is basic for all types of research in assessing the situation as a prerequisite to inferences and generalizations. Quantitative technique was employed in the data collection process, analysis, presentation and discussion of findings. Descriptive research is concerned with the present status of a phenomenon and it deals with what exist such as determine the nature of prevailing conditions, and practices (Creswell, 1998). The researcher considers the descriptive sample survey the most appropriate because simple surveys do little more than asking questions and reporting answers about status of something (phenomena) to studies but present explicit statement about relationships between variables (Fraenkael, & Wallen, 2000).

According to Fraenkael and Wallen (2000), the descriptive survey design can be used to gather data on the influence of teacher motivation on education delivery. Fraenkael,

& Wallen further stated that survey research makes possible the collection of data on large numbers of people. Finally, survey research is relatively easy to conduct. The design is however associated with some weaknesses. Among them are the difficulties in obtaining a truly random sample of the population and the problem of low response rates that plague all surveys, (Guthrie, Pettu, & Yongvainch, 2004). Despite its shortcomings, the survey design was the most appropriate, since it led the researcher to draw meaningful conclusions from the data obtained.

3.3 Population of the study

Cooper and Emory (1995) state that in research, the word population is used to mean the total number of people, groups or organizations who could be included in the study. Polit and Hunglar (1995) consider population as an entire aggregation of cases that meet a designated set of criteria. It is the target group that a researcher is interested in obtaining information from and drawing conclusions. The population for the research comprised Headmasters/Headmistresses, Assistant Heads and teachers of five Senior High Schools in the Sunyani Municipality. These Heads, Assistant heads and teachers totaled 500.

The target population was relevant to the study because they were the group from which information was obtained on the influence of motivation on teacher effectiveness in senior high schools in Sunyani Municipality. Ideally, the researcher should have used the entire target population in the metropolis to enhance generalization of the outcome of the study but the researcher selected 150 out of the entire population of 500. However, Best and Kahn (2017) state that to study a large population to arrive at generalization would be

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impracticable, if not impossible. As a result, the researcher deemed it appropriate to make the study more manageable and practicable by using an unbiased sample of population.

3.4 Sample

The sample size for this study was 150 headmasters and teachers in some selected schools from Sunyani Municipal Educational Directorate.

3.5 Sampling Technique

The participants were chosen by using simple random sampling and purposive sampling method described as the best, used with small numbers of teachers or groups which may well be sufficient for understanding human perceptions, problems, needs, behaviours and contexts, which are the main justification for a quantitative and qualitative audience research (Best, & Kahn, 2006). This was done to enable the researcher, who is a teacher, to be able to visit these schools himself in the mornings before work began and during lunch hours, to facilitate the completion of the research questionnaire. The Headmasters and the Assistant headmasters of these selected schools were purposively selected whilst the other teachers were randomly picked.

3.6 Data Collection Instrument

The data were collected by using the "repertory grid" technique, which is a constructed interview method. The instrument that was used to collect data for the study was questionnaire. The questionnaire was both open and close ended questions which demanded the respondents to answer accordingly. The scale items in questionnaire, according to (Creswell, 2008), allow fairly accurate assessment of opinions. The questionnaire was used to seek information about the demographics of the respondents, the existing tools for motivation of teachers, factors that motivate teachers and the measures to improve teachers' commitment.

3.7 Data Collection Procedure

Teachers were gathered in the staff room to avoid inconveniences. Thereafter, questionnaires were distributed to each teacher, and the researcher directed them on how to fill in the questionnaires. Teachers were given enough time to fill them. In administering questionnaires, there were requests from the researcher to teachers to answer honestly in order to ensure that genuine information from respondents was obtained. Subsequently, all questionnaires were collected from all respondents and on average, it took 45 minutes to complete filling each questionnaire.

3.8 Validity and Reliability

Validity is the ability of an instrument to measure what it claims to measure. Validity is thus a measure of any kind that measures all of what it is supposed to measure (Merriam-Webster, 2007). The research instrument that was employed measured what it

was supposed to measure, and the data that was obtained were valid. The validity of instruments, in this study, was enhanced by conducting a pilot study at Notre Dame Senior High School, in Sunyani Municipality. The sample comprised one headteacher, two assistant headteachers and seven teachers. In this pilot study, the researcher used responses to determine if there was sufficient variation in the responses, and if the language and the concepts were understandable to the respondents and if the respondents would be able to answer the questions easily.

Reliability is the ability to obtain similar results by measuring an object, trait or construct with an independent but comparable measure (Bacon. & Kahn, 2006). At this juncture, the researcher's colleagues were asked to tell in their own words what specific terms mean. This ensured that the respondents have to interpret the items in the instruments in the same way each time they read them. This process produced findings among groups which were similar in all applicable respects, because the items with unclear meaning to the respondents identified and adjusted. To get reliable data, the researcher also had to ensure reliable instruments; this was attained by ensuring that instruments like questionnaires were tested before being fully applied into the study. This also was done by testing the instruments (questionnaire) in the same individuals with the same questions over a relatively short period of time and check their correlation.

3.9 Data Analysis

A code book for the questionnaire was prepared, based on the research questions to record the response. Data collected were cleaned (edited to eliminate inconsistencies) with the aim of identifying mistakes and errors which might have been made and blank spaces

which had not been filled. The data were then summarized, classified, presented and analyzed, using readily available technology to research such as MS - Excel and Statistical Package for Social Scientists (SPSS version 24). The rationale behind using these packages rested in their extensive analytical capacity and easiest in administering data. The data that were collected were analyzed with simple descriptive statistics and presented in tables with percentages and frequencies to answer all the research questions.

3.10 Ethical Considerations

Cohen et al (2007) stipulate that ethical principles when conducting of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. A research clearance letter was obtained from the Head of Department of Educational leadership at University of Education, Winneba, which introduced the researcher to selected schools. The Sunyani Municipal Educational Directorate granted the researcher permission to conduct the research in the selected Senior High schools. During administration of the questionnaires, the researcher informed respondents about the purpose of the study, as well as assuring them that privacy, confidentiality and anonymity were guaranteed. The identities of the respondents were protected, including careful treatment of the information collected to ensure anonymity for participants in this study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

The chapter dealt with the findings and discussions of the study and covers the demographic characteristics of the respondents. It also analysed and discussed the findings based on the research questions

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents that included their gender, age, qualifications and teaching experience were analysed and presented in Table 4.1- 4.4.

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage
Female	59	39.4
Male	91	60.6
Total	**150**	**100**

Source: Field Data 2020

Table 4.1 shows that, on the gender of respondents, 59 (39.4%) were females while 91(60.6%) were males. The result means that males who took part in the study were more than their female counterparts.

Table 4.2 Age of Respondents

Variable	Frequency	Percentage
21-30	42	28
31-40	64	42.6
41-50	24	16.1
51-60	20	13.3
Total	**150**	**100**

Source: Field Data 2020

Also, on respondents' ages, 64 (42.6%) of the respondents were in the age bracket of 31-40, 42.6 (28%) were in the age bracket of 21-30, 24 (16.1%) were in the age bracket of 41-50, while 20 (13.3%) were also in the age bracket of 51-60. The study is clear indication that majority of the respondents are matured enough to contribute to the teacher motivation on education delivery.

Table 4.3 Qualification of Respondents

Variable	Frequency	Percentage
Bachelor's Degree	97	64.7
Master's Degree	53	35.3
Total	**150**	**100**

Source: Field Data 2020

Again, on respondents' educational qualifications, 97 (64.7%) were holders of the Bachelor's Degree, and 53 (35.3%) were holders of the Master's Degree.

Professional Rank of Respondents

The responses with regard to the professional rank or qualification of the respondents are presented in table 4.4.

Table 4.4 Professional Rank

Variable	Frequency	Percentage
principal superintendents	57	38
Assistant Directors II	50	33.3
Assistant Director I	37	24.7
Deputy Director II	6	4
Total	150	100

Source: Field Data, 2020

Table 4.4 indicates the professional rank of respondents. The study shows that most employees (38%) were principal superintendents, 33.3 % were Assistant Directors II, 24.7 % were Assistant Director I, and the remaining 4% were Deputy Director II. The finding shows that, all the respondents had passed through the educational ranks.

Table 4.5 Teaching Experience of Respondents

Variable	Frequency	Percentage
1-5 years	62	41.4
6-10 years	44	29.3
11-15 years	18	12
16 years and above	26	17.3
Total	**150**	**100**

Source: Field Data 2020

Finally, on respondents' teaching experiences, 62 (41.4%) had been teaching for between 1 and 5 years, 44 (29.3%) had been teaching for between 6 and 10 years, 18 (12%)

had been teaching for between 11 and 15 years, while 26 (17.3%) had been teaching for 16 years and above.

4.2 Answers to the Research Questions

Research Questions 1: What are the existing tools for motivation of teachers in community and urban schools at Sunyani municipality?

The researcher asked the respondents to rate their agreement or disagreement on the existing tools for motivation of teachers in community and urban schools at Sunyani municipality. The results are shown in Table 4.6.

Table 4.6: The existing tools for motivation of teachers in community and urban schools at Sunyani Municipality.

Statement	Frequency (%)					
	SD	D	N	A	SA	Total
Free accommodation	5(3)	6(4)	15(10)	43(29)	81(54)	150(100)
Good Working Environment	5(3)	5(3)	15(10)	46(31)	79(53)	150(100)
Teachers feel the respect for their profession	3(2)	15(10)	14(9)	42(28)	76(51)	150(100)
Increase in salary	6(4)	9(6)	28(19)	32(21)	75(50)	150(100)
Payment of salary arrears	6(4)	9(6)	6(4)	54(36)	75(50)	150(100)
Free meals	3(2)	18(12)	22(15)	35(23)	72(48)	150(100)
PTA motivational allowance	3(2)	5(3)	17(11)	55(37)	70(47)	150(100)
Criteria for awards during speech and prize giving days	15(10)	21(14)	27(18)	42(28)	45(30)	150(100)
Car maintenance allowance	18(12)	24(16)	23(16)	47(31)	38(25)	150(100)

Source: Field Data 2020

Table 4.6 shows that 81 (54%) of the respondents strongly agreed that Free accommodation was one of the existing tools for motivation of teachers in community and

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urban schools at Sunyani municipality, 43 (29%) agreed, 15 (10%) were neutral, while 6 (4%) disagreed and the remaining 5 (3%) strongly disagreed.

Again, Table 4.6 shows that 79 (53%) of the respondents strongly agreed that Good Working Environment was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 46 (31%) agreed, 15 (10%) were neutral, while 5(3%) disagreed and the remaining 5(3%) strongly disagreed. The findings support the argument made by (Guary, & Bennett, 2010) who stated that the most important thing that influences employee motivation and happiness, and how productive and efficient they can be, all goes down to their working environment. A healthy workplace environment improves productivity and reduces costs related to absenteeism, turnover, workers' compensation, and medical claims.

Again, Table 4.6 shows that 76 (51%) of the respondents strongly agreed that Teachers feel the respect for their profession was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 42 (28%) agreed, 14 (9%) were neutral, while 15 (10%) disagreed and the remaining 3 (2%) strongly disagreed. Model respectful behavior at all times. Show respect to students by addressing them by name in a calm voice. Speak to students in the same way you expect to be spoken to by them. Speak to administrators, support staff and other teachers with respect. Mutual respect in the classroom encompasses more than the interaction between students and the teacher. An atmosphere of mutual respect means that students also treat each other properly. The result is a classroom where more learning takes place as students feel safe, motivated and, of course, respected. Achieving this atmosphere takes considerable effort on the part of the

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teacher as well as the students. Once established, however, students will usually work to maintain the positive classroom environment

Table 4.6 shows that 75 (50%) of the respondents strongly agreed that Increase in salary was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 32 (21%) agreed, 28 (19%) were neutral, while 9 (6%) disagreed and the remaining 6 (4%) strongly disagreed. Some researchers have warned, however, that merit salaries may change the relationships between teachers and students: poor students may pose threats to the teacher's rating and rewards (Bennett, 2003). Another concern is that merit salaries plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no higher than the standards (Coltham 1972).

Carmody (2014) reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental (Carmody, 2014). A number of studies have suggested that merit salaries plans often divide faculties, set teachers against their administrators, are plagued by inadequate evaluation methods, and may be inappropriate for organizations such as schools that require cooperative, collaborative work (Carmody, 2014).

Table 4.6 shows that 75 (50%) of the respondents strongly agreed that Payment of salary arrears was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 32 (21%) agreed, 28 (19%) were neutral, while 9 (6%) disagreed and the remaining 6 (4%) strongly disagreed payment in arrears has occurred when a payment is made to a supplier later than the terms of the arrangement under which goods or services were to be purchased from the supplier. The amount in arrears is the amount of the account payable that should have been paid as of the earlier due date. Any

type of payment that is in arrears may be a sign of financial difficulty that a creditor or investor should be wary of, since it may indicate a deliberate intent not to pay. A continuing pattern of payments in arrears will likely trigger some sort of restrictive action, such as calling a loan early, an increase in the interest rate charged, reduced payment terms, a reduction in credit, or the revocation of credit

Table 4.6 shows that 72 (48%) of the respondents strongly agreed that Free meals was identified as one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 35 (23%) agreed, 22 (15%) were neutral, while 18 (12%) disagreed and the remaining 3 (2%) strongly disagreed. The finding shows that when teachers are given free meal or food it motivated them to work extra.

Table 4.6 shows that 70 (47%) of the respondents strongly agreed that PTA motivational allowance   was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 55 (37%) agreed, 17 (11%) were neutral, while 5 (3%) disagreed and the remaining 3(2%) strongly disagreed. There is also the proposed 20 per cent allowance for teachers in rural and deprived areas which is yet to be implemented (Adu-Gyamerah, 2011). Unfortunately, allowances that have been paid to teacher trainees in Ghana since the 1960s (Opoku-Asare, 2000) with the aim of attracting more youth into the teaching profession has recently been withdrawn with the justification by President Mahama that Ghana does not have the financial capacity to maintain the allowance (The Chronicle report, 2013). This creates suspicion as to when the 20% allowance promised for teachers will start operating to motivate teachers to stay in rural areas.

Table 4.6 shows that 45 (30%) of the respondents strongly agreed that Criteria for awards during speech and prize giving days was one of the existing tools for motivation of teachers in community and urban schools at Sunyani municipality, 42 (28%) agreed, 27 (18%) were neutral, while 21 (14%) disagreed and the remaining 15 (10%) strongly disagreed. It was discovered regarding the study that there is one award made available to teachers and this is on the national level. The researcher therefore suggests an introduction of internal achievement awards for best performing teachers on yearly bases, to encourage best practices.

Table 4.6 shows that 47 (31%) of the respondents agreed that Car maintenance allowance was one of the existing tools for motivation of teachers in community and urban schools in Sunyani municipality, 38 (25%) strongly agreed, 23 (16%) were neutral, while 24 (16%) disagreed and the remaining 18 (12%) strongly disagreed. A car allowance is a sum of money given to an employee by their employer. The money is given on the basis that the employee needs a vehicle to undertake their job role, however, dependent on your policy, they may not necessarily purchase a car with the money. If they already have a suitable car, they could use the allowance to help them run it.

4.3 Research Questions 2: What are the factors that motivate teachers at community and urban schools in Sunyani municipality?

Research question two sought to examine the factors that motivate teachers at community and urban schools in Sunyani municipality. The responses are presented in Table 4.7.

Table 4.7: Factors that motivate teachers at community and urban schools in Sunyani municipality.

Statement	N	Mean	SD	Rank
Promotions	150	4.31	0.343	1
Publicly praise teachers	150	4.26	0.873	2
Encourage teachers to reward each other	150	4.22	1.069	3
Encourage teachers to seek out professional development opportunities	150	4.21	1.063	4
Provide opportunities for teachers to take breaks	150	4.11	0.454	5
Involve teachers in decision making	150	4.01	1.438	6
Empower each teacher's strengths	150	4.00	1.232	7
Encourage collaboration	150	3.87	1.333	8
Pay teachers what they deserve	150	3.67	0.454	9
Teachers want administrators to trust their experience	150	3.50	1.438	10
Use positive, respectful language at all times	150	3.44	1.232	11
Provision of Learning Materials and Facilities	150	3.21	1.333	12

Source: Field Data 2020

The test was meant to identify whether the mean for one motivational factor and that of another differ or not. The mean of the variable Promotions was 4.31, which was statistically significantly different from that of all the others. Majority of the respondents agreed that promotion is the factor that motivates teachers at community and urban schools in Sunyani municipality. The finding supports the statement made by (Sargent & Hannum, 2003) who opined the roots of the desire of promotion would include the desire for psychological growth, the desire for higher earning and the desire for social status to those who base their self-image on what others think of them. A study by (Smith & Warner, 2003) suggests that a strong desire to move continuously upward is a strong characteristic of

members of any society. Advancement refers to actual change upward in status and can be realised through promotion. Advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Advancement is realised when a teacher is promoted to an assistant head teacher or a head teacher. Promotion has a long-lasting effect and therefore it is regarded as a strong element in job satisfaction. Promotion gives a sense of growth and the desire for promotion originates from the need for status, respect, security in the form of higher income, esteem and recognition in society (Tanaka, 2010).

A teacher qualifies to be the Head of a senior high school only when the person attains the rank of Deputy Director (the third highest rank). The various ranks in the Ghana Education Service from the lowest to the highest are: Superintendent II; Superintendent I; Senior Superintendent II; Senior Superintendent I; Principal Superintendent; Assistant Director II; Assistant Director I; Deputy Director; Director II; and Director I. A teacher with diploma certificate begins on the rank of Senior Superintendent II whiles a teacher with a Bachelor"s degree begins on the rank of Principal Superintendent. A teacher with Master's degree also begins on the rank of Principal Superintendent. However, the teacher gets two incremental jumps of salary ahead of the colleagues. Qualification for promotion in the Ghana Education Service depends on a number of conditions. First, the teacher must have a satisfactory work history for a minimum of three consecutive years including period of approved leave for those who accept posting and teach in deprived areas; and five consecutive years including period of approved leave for those who teach in urban areas. Second, the teacher must have a satisfactory appraisal from his or her supervisor who is normally the Head of the school in which a teacher teaches.

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The results indicate that there was significant difference from Promotions (M = 4.27, SD = 0.343), publicly praise teachers (M = 4.26, SD =0.873), Encourage teachers to reward each other (M = 4.22, SD = 1.069) and Encourage teachers to seek out professional development opportunities (M = 4.21, SD = 1.063) are statistically significant factors that motivate teachers at community and urban schools in Sunyani municipality.

From this backdrop, it is perceived that factors that motivate teachers at community and urban schools in Sunyani municipality such as Pay teachers what they deserve (Mean=3.67, SD = 0.454, Rank=9). Teachers want administrators to trust their experience (Mean=3.50, SD = 1.438, Rank=10), Use positive, respectful language at all times (Mean=3.44, SD = 1.232, Rank=11), and Provision of Learning Materials and Facilities (Mean=3.21, SD = 1.358, Rank=12) were not significant factors that motivate teacher. According to the study of Thoonen et al. (2011, ss.516-521), the school's level of welfare working conditions, and the level of cooperation in school motivates teachers to improve their teaching activities. Collaboration in the school provides teachers with the opportunity to solve problems together, gaining feedback and information. Moreover, teachers encourage the use of new materials in class, experimenting new things, which reflect current teaching and comprehensiveness of any given class. Collaboration in school provides support to teachers and triggers professional cultures and increases teachers' tolerance in ambiguity. Confidence in the school can also affect teachers' prosperity and level of cooperation in the school. However, confidence in the school can negatively affect teacher motivation and teacher professionalism. Excessive confidence moderates the influence of organizational factors and leadership behaviours. Transformative school leadership also influences teachers' motivation, and motivates them to get involved in professional learning

activities. Teachers are reluctant to be involved in the process of building the vision of the school. If teachers are experiencing job satisfaction with teaching activities in the class, their willingness to participate in extracurricular activities becomes lower. The school principals respect that teachers do not participate in the decision-making process related to school.

4.4 Research Questions 3: What are some of the measures to improve teachers' commitment in rural community and urban schools in Sunyani Municipality?

Research question three sought to examine the measures to improve teachers' commitment in community and urban schools at Sunyani Municipality. The responses from teachers are presented in the table 4.8.

Table 4.8: The measures to improve teachers' commitment in community and urban schools in Sunyani municipality

Statement	Percent					MEAN	SE
	1	2	3	4	5		
Improving the conditions of teaching in rural areas	3.0	4.0	10.0	29.0	54.0	4.27	.100
Support, inspection and supervision services.	3.0	3.0	10.0	31.0	53.0	3.98	.113
Teachers' recruitment should be based first on the passion and moral disposition	2.0	10.0	12.0	25.0	51.0	4.05	.108
Career development of rural teachers	4 .0	6.0	19.0	21.0	50.0	4.28	.098
The importance of staff training, retraining and development must be noted and strengthened	4.0	6.0	4.0	36.0	50.0	4.20	.092
Ensure that teaching would be professionalized	2.0	12.0	15.0	23	48.0	4.18	.096
Enhancement of teachers' accommodation	2.0	3.0	11.0	37.0	47.0	4.04	.094
Improvement in further training and promotion	3	4	10	29	54	4.27	.100
Enhancement in job recognition and status	5.0	4.0	14.0	29.0	48.0	3.96	5.0
Enhancement in job security-		6.0	10.0	31.0	53.0	3.98	.113

Source: Field Data 2020

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The heads and teachers were asked to rate over a 5-point Likert scale the measure to improve teachers' commitment in community and urban schools at Sunyani municipality in the Sunyani Municipality Educational Directorate. From the results, a mean score of less than 3.0 suggests disagreement while a mean score of 3.0 and more suggests agreement. Thus, from Table 4.6, it is observed that the mean score of 4.01 and above in all cases indicate that, the respondents agreed the measure to improve teachers' commitment in community and urban schools at Sunyani municipality are listed in Table 4.8, that is, Improving the conditions of teaching in rural areas, Support, inspection and supervision services, teachers' recruitment should be based first on the passion and moral disposition, teachers should be given room for participatory decision making, the importance of staff training, retraining and development must be noted and strengthened, ensure that teaching would be professionalized, enhancement of teachers' accommodation, improvement in further training and promotion, enhancement in job recognition and status and enhancement in job security.

The mean score of 4.28 for Career development of rural teachers suggests that, the respondents agreed that the most measure to improve teacher's commitment in community and urban schools at Sunyani municipality. Given the obvious importance of the problems in supporting newly qualified teachers and the lack of career development opportunities in rural settings, which often combine to make teachers' effectiveness difficult in rural areas when compared to their urban counterparts, there is need for career development incentives package for rural teachers. These should include scholarships for certified teachers seeking advanced training while working in a rural area. Apart from the advanced training, rural teachers should also have access to distance learning, seminars and workshops. In addition,

special training opportunity, especially on multi-grade and rural specific teaching methods and techniques, must be organised from time to time for rural teachers. Teachers working in rural areas should be specially singled out for on-the-job training, pertinent seminars and workshops (Bennell, & Mukyanuzi, 2015)

Table 4.8 also revealed that Improving the conditions of teaching in rural areas and Improvement in further training and promotion having (M= 4.27; SD=0.100) was seen as the measure to improve teachers' commitment in community and urban schools at Sunyani municipality as majority of the respondents agreed to that. The finding supports the statement made by (Waititu, 2010) that the teaching environment is a major factor that determines not only the learning process but also the performance of the students. The effectiveness of rural schools in producing quality graduates therefore lies in a good teaching environment. Hence, any country that hopes to develop its education must provide a conducive teaching and learning environment. This is a missing gap that African governments must fill to enable their schools face the challenges of this present ICT era.

Support, inspection and supervision services (M=3.98; SE=0.113). Teachers' recruitment should be based first on the passion and moral disposition (M=4.05; SE = 0.108). The importance of staff training, retraining and development must be noted and strengthened (M=4.20; SE=0.092). Ensure that teaching would be professionalized (M=4.18; SE=0.096) Enhancement of teachers' accommodation (M=4.04; SE=0.094). Enhancement in job recognition, status and Enhancement in job security (M=3.98; SE =0.113) were statistically significant measures to improve teachers' commitment at Sunyani municipality. The study shown that the quality of teachers in our classrooms is the most important school-related factor in boosting students' achievement (Adedeji, 1998; Lewin,

2004). Therefore, policymakers are focusing on teachers' quality at all levels – specifically on the issues of teachers' recruitment, preparation, licensing and certification standards and professional development. However, it has been observed that the working condition of teachers in many rural schools across Ghana place them at a disadvantage in providing adequate teaching activities. It is necessary to put in place some mechanisms supported by government that will help promote the retention of qualified and competent teachers in rural schools with a view to improving the quality and working condition of teachers in rural schools. There are, however, various strategies that can be pursued in improving the working conditions of teachers. The strategy to recruit and retain high-calibre teachers in rural areas must focus on the issue of teachers' salaries and other financial incentives. First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities, they should be compensated with additional financial incentives, in the form of hardship allowance, travel allowance for teachers to go to the rural area, etc. Evidently, some measures must be put in place to help mitigate the problems teachers in rural communities are facing in Ghana.

The main source of improving the working conditions of teachers lies in enhanced salaries and wages. Many governments are quick to point at the size of teachers' salaries in their total expenditure. Yet, they remain underpaid when compared to other professions even within the same environment. As a result, many teachers indulge in moonlighting, which affects their commitment and quality of teaching. The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organised, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over

time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience. Presently, teachers' salaries in most countries are linked to the uniform scale implemented by the civil service; hence, all teachers are treated equally as regards salary payments. This system favours urban teachers to the detriment of rural teachers who work in difficult and hard-to reach areas in many cases. As a result, many rural teachers feel undervalued, and sometimes persecuted by government authorities. Adequate salary is what will ensure retention of most of the teachers in the rural areas. One strategy will be to have a specialised salary scale for teachers that will take into consideration not just their qualifications but also experience. This is at the broad level. Since rural teachers work in difficult conditions, it will be imperative to design special allowances for them. The provision of financial incentives is not uncommon in many countries. For example, in Mozambique, financial bonuses, according to Mulkeen (2005), are awarded to teachers who are willing to teach in rural areas.

Targeting is important for financial incentives to rural teachers if it is to be successful. This is because rural areas are not homogenous; there are those that can be regarded as semi urban as well as those that are rural. Given the topography of many African countries, there are areas that are not just rural, but also remote. This means that the incentive structure must take into consideration the geography of the rural location. Mulkeen (2005) identifies that in some countries, schools are classified into different categories of location, ranging from urban to the most isolated schools. The success of the incentives strategy will depend not just on adequate targeting, but also on the relative

amount of the incentives and the opportunity costs of remaining in the rural area. In targeting, four classifications can be used. These may be teachers in urban, semi-urban, rural and remote areas. This will be used to determine the type and amount of inconvenience/hardship allowances. It might also be wise to explore salary differentials (urban-rural pay differential) for these groups of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to find out the influence of teacher motivation on education delivery, a comparison of community and urban senior high schools in Sunyani Municipality of Bono Region – Ghana. The final chapter summarizes the findings of the study, discusses the implications of the findings and suggests relevant recommendations on influence of teacher motivation on education delivery for senior high schools in Sunyani Municipality.

5.1 Summary

Overview of the Study

The study assessed the delivery influence of teacher motivation on education, a comparison of community and urban senior high schools in Sunyani Municipality of Bono Region – Ghana. Specifically, the study sought to find out the the existing tools for motivation of teachers in community and urban at Sunyani municipality, the factors that motivate teachers at in community and urban Sunyani municipality and the measures to improve teacher's commitment in community and urban at Sunyani municipality. Data were collected from one hundred and fifty (150) respondents using random sampling. The data collected were coded, fed into the computer and processed, using the SPSS computer application software and Microsoft Excel. Basically, descriptive statistics were used for the data analysis. Frequencies, mean standard deviation and percentages, simple tables and

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figures were employed to analyse the influence of teacher motivation on education, a comparison of community and urban senior high schools.

5.2 Summary of the Findings

From a careful analysis of the variables as presented in the previous chapter, the study revealed the following major findings:

Research question one sought to assess the existing tools for motivation of teachers in community and urban schools at Sunyani municipality. The study showed that majority (60 %-85%) of the respondents strongly agreed that Free accommodation, Good working Environment, teachers feel the respect for their profession, increase in salary, Payment of salary arrears, free meals, PTA motivational allowance, criteria for awards during speech and prize giving days and car maintenance allowance were the existing tools for motivation of teachers in community and urban schools at Sunyani municipality

Research question two sought to examine the factors that motivate teachers at community and urban schools in Sunyani municipality. The study revealed that the mean of the variable Promotions was 4.31, which was statistically significantly different from that of all the others. Majority of the respondents agreed that promotion is the factor that motivates teachers at community and urban schools in Sunyani municipality

Research question three sought to examine the measure to improve teachers' commitment in community and urban schools at Sunyani municipality. The findings of the study showed that the mean score of 4.28 for Career development of rural teachers suggests that, the respondents agreed that was the most measure to improve teachers' commitment in rural community and urban schools at Sunyani municipality. The study also revealed that Improving the conditions of teaching in rural areas and Improvement in further training and

promotion having (M= 4.27; SD=0.100) was seen as the measure to improve teachers' commitment in community and urban schools at Sunyani municipality as majority of the respondents agreed to that.

5.3 Conclusions

Motivation is an essential tool and its implementation leads to effective and efficient teaching and learning hence attainment of quality education. It is explicitly clear that the following motivational packages are available in Ghana Education Service: monetary incentives, opportunity for further studies, flexibility in job design and empowerment. This implies that motivation packages and strategies were available to teachers at the Senior High School levels. This implies that the continuous implementation of motivational packages will enhance quality education in the Ghana Education Service. The study found that teachers are satisfied with the various motivational packages. This implies that teachers' motivation seem to depend on different factors as mentioned above; thus the extent to which teachers would be highly or lowly motivated would depend on the way the government will effectively work on these factors in an attempt to address teachers problems. Thirdly, the findings have shown that secondary school teachers are motivated in Sunyani municipality with the motivational packages and that they are highly satisfied with the way they are motivated. The low motivation of teachers in Sunyani municipality is associated with their high level of dissatisfaction on the motivational factors such as working condition, policies on secondary education, financial compensation, work promotion, community's perception towards teaching professional and recognition.

Although the study was done on a small scale, the evidence provided indicates that majority of the teachers in both schools were males whilst females formed the minority proving that female teachers are less willing to accept a rural posting. In addition, out of the seven incentive packages been enjoyed by the rural SHS teachers as revealed by the study, it is evident that teachers were more satisfied with the provision and administration of the financial bonuses which include retention/professional allowance and Parents and Teachers Association motivational allowance. On the other hand, the teachers were very unsatisfied with their accommodation, means of transport and criteria for selecting award winners during speech and prize giving days.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

1. Governments and policy makers need to put in place strategies and also implement policies (such as the 20 per cent allowance for teachers in rural and deprived areas) that will serve to improve the working conditions of teachers teaching in rural areas. This will ultimately help motivate them. If such measures are implemented for them to meet their expectations, they can be retained and developed to constitute competitive assets for the Ghana Education Service (GES). Therefore, there is the need for a spirit and philosophy of realism and optimism for all stakeholders interested in rural education development to provide rural Senior High School teachers with good quality motivational policies based on informed dialogue with the teachers.

2. It is recommended that the government, MOE and school administrators should give attention to the motivational incentives of the workers. The government, MOE and school administrators should note that the allowances, fringe benefits, promotions, merit awards and in-service trainings are very crucial incentives which poke the workers to work hard. Fringe benefits, allowances, better pension package, bonuses, end of service benefits, accommodation free medical care and anything that will make the teaching profession enviable should be codified into the condition of service of teachers. Hence, a reduction or non-payment of the incentives can cause a serious damage to the schools and low level of teachers' performance

3. It is recommended to MOE and school administrators that working conditions in schools should be improved. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and job performance through quality teaching and learning. This can be achieved by ensuring that there are adequate teaching and learning resources. Adequate teaching and learning materials should be provided to improve teaching and learning. School heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment.

5.5 Suggestions and Areas for Further Research

This study was carried out in public secondary schools in Sunyani municipality to examine the effect of teachers' motivation on quality teaching and learning. The researcher therefore recommends that another study be done in other districts on the effect of school leadership style on teacher motivation which was not the concern of the study. The study

was based on the Herzberg Two Factors Model in identifying factors motivating teachers most, thus, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers' motivation in Ghana.

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APPENDIX 1

APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

UNIVERSITY OF EDUCATION WINNEBA, COLLEGE OF TECHNOLOGY

EDUCATION, KUMASI

Dear Respondent,

TEACHER MOTIVATION ON EDUCATION DELIVERY, A COMPARISON OF COMMUNITY AND URBAN SENIOR HIGH SCHOOLS IN SUNYANI MUNICIPALITY IN BONO REGION OF GHANA

I am DORIS AFIA PREMPEW, a graduate student at the University of Education, Winneba- Kumasi Campus, conducting a study on the topic: "The influence of teacher motivation on education delivery, a comparison of community and urban Senior High Schools in Sunyani Municipality of Bono Region – Ghana". This study is in partial fulfilment for the award of Master of Arts in Educational Leadership. It would be appreciated very much if you could kindly respond to the questionnaire attached as you have been selected to participate in the study. Your name and your school's name would not be needed in the questionnaire unless you wish to provide them. The information you will provide will be anonymous and will be used for academic research purposes only.

I count on your co-operation in this regard.

Thank you.

DORIS AFIA PREMPEW

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Please tick your response in the appropriate space.

SECTION A

1. Your Gender: Male [ ]   Female [ ]

2. Age: 20-30 [ ]   30-40 [ ]   41-50 [ ] 51-60 [ ]

3. Highest qualification: Diploma [ ]   Degree [ ] Master's Degree [ ] Mh. D [ ]

4. Your professional rank: Assistant Director 1 ( ) Assistant Director 11 ( )   Principal Superintendent ( )   Senior Superintendent 1 ( ) Senior Superintend 11 ( )

5. How long have you taught in the GES: 1-5 years [ ]   6-10 years [ ] 11-15 years [ ] 16-20 years [ ] 21-25 years [ ]   26-30 years [ ]   Above 30 years [ ]
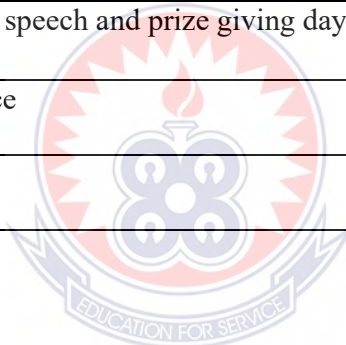
SECTION B

The existing tools for motivation of teachers at Sunyani municipality

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the existing tools for motivation of teachers at Sunyani municipality.
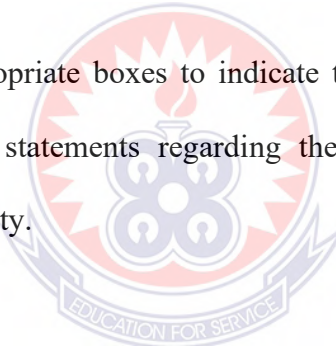
Note Strongly disagree (1), disagree (2) Neutral (3), Agree (4) Strongly agree (5)

	Statement	1	2	3	4	5
7	Teachers feel the respect for their profession					
8	Good Working Environment					
9	Free accommodation					
10	Increase in salary					
11	Payment of salary arrears					
12	Free meals					
13	PTA motivational allowance					
14	Criteria for awards during speech and prize giving days					
15	Car maintenance allowance					
16	Retention					

SECTION B

Factors that incite motivation of teachers at Sunyani municipality

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the factors that incite motivation of teachers at Sunyani municipality.

Note: Strongly disagree (1), Disagree (2) Neutral (3), Agree (4) Strongly agree (5)

	Statement	1	2	3	4	5
17	Promotions					
18	Publicly praise teachers					
19	Encourage teachers to reward each other					
20	Encourage teachers to seek out professional development opportunities					
21	Provide opportunities for teachers to take breaks					
22	Involve teachers in decision making					
23	Empower each teacher's strengths					
24	Encourage collaboration					
24	Pay teachers what they deserve					
26	Teachers want administrators to trust their experience					
27	Use positive, respectful language at all times					
28	Provision of Learning Materials and Facilities					

SECTION C

MEASURES TO IMPROVE TEACHERS' COMMITMENT AT SUNYANI

MUNICIPALITY

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the measures to improve teachers' commitment at Sunyani municipality.

Note: Strongly disagree (1), Disagree (2) Neutral (3), Agree (4) Strongly agree (5)

	Statement	1	2	3	4	5
29	Improving the conditions of teaching in rural areas					
30	Support, inspection and supervision services					
31	Teachers' recruitment should be based first on the passion and moral disposition					
32	Career development of rural teachers					
33	The importance of staff training, retraining and development must be noted and strengthened					
34	ensure that teaching would be professionalized					
35	Enhancement of teachers' accommodation					
36	Improvement in further training and promotion					
37	Enhancement in job recognition and status					
38	Enhancement in job security					