

**UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE**

**TEACHER MOTIVATION AND PUPILS' PERFORMANCE IN PUBLIC  
BASIC SCHOOLS IN THE WA EAST DISTRICT OF THE UPPER WEST  
REGION OF GHANA**

**BY**

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## DECLARATION

I hereby declare that this dissertation/thesis is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere:

..... Date .....

AGALISI ADAMU

### Supervisor

I hereby declare that the preparation and presentation of the dissertation/thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

..... Date: .....

DR. CLIFF MAASOLE



## **DEDICATION**

I dedicate this work to my family and friends, especially, my parents and siblings.

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## ACKNOWLEDGEMENT

The completion of this thesis would not have been possible without the quality supervision given to me by DR. CLIFF MAASOLE. He has contributed through criticisms and suggestions towards the achievement of the study objectives. May God bless him.

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## ABSTRACT

Across the world, teachers are one of the most important factors in determining the quality of education that children receive. Governments and other stakeholders have taken it as a responsibility of ensuring that teachers are well motivated to put up their best. The objective of this study was therefore, to assess how teacher motivation influences pupils' performance in public basic schools in the Wa East District. Both primary and secondary data were collected through both primary and secondary sources. Respondents were purposively selected and conveniently contacted for the data. The primary data was collected using different instruments such as questionnaires and interviews and secondary data through desk study. The data was analysed using descriptive statistics and content analysis.

The results showed that teachers in the Wa East District were not adequately motivated. Promotions, allowances and staff development interventions which are the factors of motivation were not effective for teachers. Provision of teaching and learning materials was found to be low. Stakeholder was not adequate to motivate teachers to influence the performance of pupils. The study concludes that that, teachers in the Wa East District are not motivated to carry out their duty diligently, though evidence showed that various factors can contribute towards motivating the teacher. Amongst these factors are the availability of teaching materials, qualification of the teacher, years of experience, salaries, training and development as well as promotion and well-fare issues of the teacher. The study therefore, recommend that government and other development partners should provide schools in the Wa East District with teaching and learning materials, accommodations as well as establishing cordial relationships with teachers in order to improve the academic performance of the pupils.



## LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
BPS	Best Performing Schools
D/A	District Assemble
DEO	District Education Office
E/A	English And Arabic
EFA	Education for All
GES	Ghana Education Service
GSS	Ghana Statistical Service
HREOC	Human Rights and Equal Opportunities Commission
JHS	Junior High School
KCPE	Kenya Certificate of Primary Education
KG	Kindergarten
MDGs	Millennium Development Goals
NGOs	Non -Governmental Organisation
P.T.A	Parent-Teacher Association
PTR	Pupil-Teach Ratio
R/C	Roman Catholic
SAEMA	Shama Ahanta East Metropolitan Assembly
SES	Socio-Economic Status
SHS	Senior High School
SMC	School Management Committees
SPSS	Statistical Package for Social Sciences



SSCE	Senior Secondary Certificate Examination
TLMs	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States Of America
WAEC	West African Examination Council
WASSCE	West Africa Senior Secondary Certificate Examination
WPS	Worse Performing Schools



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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Across the world, there is a widespread desire to change the educational system to meet the new social and technological needs. Teachers are one of the most important factors in determining the quality of education that children receive (Adeyemo *et al.*, 2013). It is widely recognized that governments and other stakeholders have the responsibility of ensuring that teachers perform to the best of their abilities. To achieve this, governments and school management are required to pay much attention to a number of factors that have the potential of influencing teachers' performance (UNESCO, 2006).

The success of any aspect of a business can often be traced back to its motivated employees and this because the motivation level of the worker determines the level of his/her performance. This is applicable to the teacher as an employee in the business of education. Consequently, school managements have adopted various strategies to motivate their teachers so that they can help improve the performance of pupils (Wesley *et al.*, 2013). Motivation as a process starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Motivation also gives behavior purpose and direction (Kreither 1995).

As an important factor for achieving higher output, Hellriegel *et al.* (2001; p6) indicated that motivation is an influence that triggers, directs or maintains a goal



directed behavior of an individual, hence an inner drive to satisfy an unsatisfied need.

A widely accepted definition of motivation refers to the concept as an inner force that drives individuals to accomplish personal and organizational goals. Recognizing that motivation is crucial to the level of input of an employee, educational psychologists have redirected their attention to the study of the relationship between the performance of the student and the input of a motivated teacher with the view of establishing the impact of the input in the ability of the student to excel in the final examination. The basic argument is that motivation has the potential to change the way teachers think about work to a more positive way and this can help them refocus their energies and direct their performance, thus increasing their effectiveness in the classroom (Adeyemo *et al.*, 2013).

Extrinsic factors that have the potential of motivating teachers include working condition, job security, better houses and better education for children, clothes, salaries, allowances, benefits, gifts, leadership style, recreational trips and monetary awards. Intrinsic factors on the other hand include achievements, recognitions and responsibilities from their work, promotion, and self-esteem and job satisfaction. The educational system in Kenya is examination oriented and as such subordinated to teaching and passing of examination.

There is no internal system of checking learning achievements other than a ‘good pass in the exams’ at other levels within the educational cycle (Reche *et al.*, 2012). It is commonly agreed that the most important indicators of quality



education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning.

Motivation of public schools teachers at the basic education level ensures that pupils are taught well so as to receive the acceptable education. It is believed that students are only able to determine their future careers at the Senior High School level through their performance in WASSCE. It is after this stage that the students determine the courses to pursue at the University and other tertiary institutions. But it is important to note that good performance at the basic level marks the turning point of the career of the student as one cannot get to Senior High School without a pass at the Basic Education Certificate Examination. Of late, the educational sector performance of Ghana as a country seems to be crawling. But the country finds it increasingly problematic to come out with a convincing and dependable policy document that can serve as a blue print and capable of overhauling the educational sector (GES, 2010). However, the challenge could probably be attributed to lack of political will and commitment and social ignorance about the need to improve education through quality teacher labor supply capable of ensuring effective teaching and learning. This study considers this critical to the achievement of universal education for all citizens.

### **1.2 Problem Statement**

Globally, education has been recognized as an important tool for stimulating the socio-economic development of every nation and educational psychologists have directed their attention to the study of teacher-student motivation. While teachers have not entirely been ignored, there has been little investigation to teachers'



motivation that has been systematic and theory-driven. The focus on students has tended to overlook the centrality of teacher motivations as integral to teacher's goals, beliefs, perceptions, aspirations and behaviors. It is perhaps not surprising that those "motivation researchers" who have developed robust theories in relation to student learning in educational context would begin to turn their attention to teachers, to see whether those same theories might have explanatory power with regard to teacher motivations.

One important factor in realizing a desired performance of students in examination has been identified as the role teachers' play in preparing the students for their final examination. Though many factors influence academic performance, it is widely recognized that teachers have the biggest impact on the success and flaws of the academic performance of the student (Agharuwhe, 2009). Research (Morgan *et al.*, 2005; Adeyemi and Oyetade, 2011; Reche *et al.*, 2012) has shown that motivated teachers are instrumental in helping students learn and adopt strategies that are likely to help them produce better results in their examination. However, for teachers' motivation to play such a role largely depends on their expected reward (Reche *et al.*, 2012; Wesley *et al.*, 2013; Adelabu, 2005; Adedeji, 2007; Ngiri, 2013).

In Ghana, the West Africa Examination Council has continued to raise concerns over pupils' poor performance in the Basic Education Certificate Examination in Ghana. The council has on several occasions called on teachers to effectively prepare the students for the examinations. But it is still on record that many teachers are leaving the teaching field, particularly those in public schools, for





greener pastures into better paying private schools as a result of lack of motivation and incentives for them in the public schools. In the Wa East District, students in the public schools are disadvantaged in that teachers do not attend classes and they do not have adequate learning facilities as well (Wa East District Education Office, 2015). In the 2014 academic year, teacher attendance was 66.2% indicating a 33.8% of teacher absenteeism. The level of absenteeism is very high as compared to other districts with less than 20% score. In most instances, these students lack adequate textbooks and the needed assistance to compete with others in the cities. With this, most of the students often lose hope and as a result fail to perform well in the academic work. (Wa East District Education Office, 2015).

Figures from the Wa East District Education Office (DEO) show that, students' performances over the past four (4) years have not been encouraging at all. The worst of it is that the disturbing figures are still declining further causing more worry to WAEC, government and parents. In 2011, out of the total number of 485 candidates presented for the examination, only 47% was able to pass and qualify to go to SHS. Also in 2012, out of a total of 540 candidates presented, 37% passed the examination. This shows a drop of 10% (from 47% to 37%).

The 2013 batch of students presented for the examination increased the percentage from 37% to 42%. However, the 2014 academic year witnessed the worst of it as only 23% out of the 808 candidates presented pass the examination. However, the relationship between these two issues has not yet been satisfactorily established clearly, thus the need to assess teacher motivation and pupils'

performance in Basic Education Certificate Examination in public basic schools taking in to consideration the case of Wa East District in the Upper West Region of Ghana.

### **1.3 Research Questions**

#### **1.3.1 Main Research Question**

Do teachers' motivations influence the performance of pupils in public basic schools in the Wa East District of the Upper West Region?

#### **1.3.2 Specific questions**

- i. Are teachers in the Wa East District motivated to give out their best in the class room?
- ii. In what ways are the teachers in the public schools in the Wa East District motivated?
- iii. Which factors influences pupils performance in public basic schools in the Wa East District?

### **1.4 Research Objectives**

#### **1.4.1 Main Objective**

The main objective the research seeks to achieve is as follows;

To explore how teacher motivation influences pupils' performance in public basic schools in the Wa East District of the Upper West Region.

#### **1.4.2 Specific Objectives**

To help realize the main objective of the research, the study intends to achieve the following specific objectives



- i. To find out how teachers in the Wa East District are motivated to give out their best in the class room.
- ii. To identify the ways through which teachers in the public schools in the Wa East District motivated.
- iii. To determine the factors that influences pupils' performance in public basic schools in the Wa East District.

### **1.5 Significance of the Study**

All over the world, education has been recognized as the driver of innovation and economic prosperity in many developed nations. The results of this study will provide useful recommendations on how to improve the quality of education (pupils' performance) through teacher motivation.

Considering the lapses and gaps that characterized quality teaching and poor performance of students in the Wa East District, and Ghana as a whole, there is an urgent need for information and proactive measures from both researchers and policy makers to come together and find the underlying causes and suggest possible solutions that can help safe the educational system of the country.

It is in connection with these that this study seeks to ascertain the core problem inhibiting quality basic education in the Wa East District of the Upper West Region of Ghana. Relative to this, the study will examine and justify the effect of poor teacher motivation on quality education and thereby recommend significant solutions to those problems for policy plans and future research works.



It would provide avenues for government interventions, which would help to improve teachers' motivation in public basic schools and consequently improve the academic achievement of pupils particularly in the Wa East District.

Besides, the study will enable researchers, policy makers, NGOs, educational psychologist and other stakeholders to have a better understanding on how motivation of teachers affect the performance of pupils at the Basic Education Certificate Examination. It will enable the public basic school head teachers to be able to create a desirable learning atmosphere by motivating their teachers for better academic excellence. The outcome of the study will contribute to literature and serves as basis for further studies in social sciences.

### **1.6 Organization of the Study**

The study is divided into five chapters. Chapter one of the study shall consist of the general introduction which constitute the background, problem statement, research questions, objectives, significance of the study, the organization, and the limitations of the study. Chapter two encompasses the literature review.

Under this chapter, the study reviewed literature on teacher motivation, pupils' performance, and the factors that motivate teachers to put in their best in the classroom. The profile of the study area (Wa East District) is provided under chapter three. In this chapter, areas of concern include demographic characteristics, socio-economic characteristics, livelihood economic activities and other sectors relevant to the study. Detailed analysis and presentation of data was presented in chapter four. Chapter five entailed the summary of findings, conclusion and recommendations of the study.





### **1.7 Limitations to the Study**

A number of problems were encountered in the collection of the data for the research and it is quite imperative to bring these problems to light.

Firstly, among the limitations was the public officials' unwillingness to release certain information they consider confidential and were not ready to release such an information. The officials were unwilling to give out details of the schools performance in relation to figures in the Wa east District education office with the suspicion that such information might get into the public domain, thus disclosing their weaknesses. The study reaffirm the issue of anonymity and confidentiality to these officials which convinced some of them to release the information.

Also, ethical and legal regulations made it quite difficult to access some vital information concerning teacher motivation due to uncertainty of the use of the information being gathered.

Due to lack of implementation of the results of related researches which have been conducted in the past, some officials did not view the importance of this study and as such were not prepared to grant audience. To overcome this challenge, an official letter was written to the management about the relevance of the study and the commitment to obey the ethical issue before information was released. To obtain some of the confidential information, the study referred to official published documents which helped the study with some relevant information.



Lastly, the sample size for the study was less than the standard percentage of a population sufficient for drawing conclusion for an entire population. Generally a sample size of less than 30% of the population under consideration is considered not to be representative of the group, hence not accurate for the purpose of generalization. The sample size of the study was less than one percent of the population considered. This limited the ability of the study to generalize its findings since its sample size is less than 30% of the sample frame, thus a point for some researchers to dispute the conclusions of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter is the literature review segment of the study. It provides the theoretical and conceptual frameworks underpinning the study. It also outlines definitions of key terms, review of issues with respect to teacher motivation and pupils' performance at the basic school level. The section basically reviewed existing literature with the view of providing information on concepts key to the subject of teacher motivation and its influence on the performance of pupils at the basic level.

#### 2.1 Theoretical Foundation

The study is built on the concepts of “motivation”, “expectation” and “achievement” which are all associated with the performance of employees. These theories are relevant to the study because in most literature, motivation theorists often seek to examine the processes of motivation and its consequences on the performance of employees in any organization, hence important to this study. According to Amstrong (2006), motivation explains why people at work behave in the way they do in terms of their efforts and the directions they are taking. It explains what organizations can do to encourage people to apply their efforts and abilities in ways that will further the accomplishment of the organization's goals as well as satisfying their personal needs and aspirations. The factors that create it and its impact on performance are concerned with job satisfaction.



Cole (2003) indicated that theories of motivation are categorized into two, the first being content theories: which focus attention on the apparent needs, drives and wants of individuals, and the second category talks about process theories which concentrate on the processes involved when individuals make decisions about things they perceived important. As a study interested in assessing performance of students in relation to the influence of motivation on the teacher as the major driver of success, these theories are relevant if the objectives set are to be achieved.

### **2.1.1 Abraham Maslow's Hierarchy of Needs**

One important theory that has inspired this study is Abraham Maslow hierarchy of needs which falls under the content theories of motivation as it deals with the needs, wants and aspirations of an individual. Maslow's need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories (Maslow, 1970). According to this theory, a person has five fundamental needs thus physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions. The security needs include the need for safety, fair treatment, protection against threats and job security. Affiliation needs include the needs of being loved, accepted, part of a group whereas esteem needs include the need for recognition, respect, achievement, autonomy, and independence.



At the top of the hierarchy is self-actualization needs, which are the highest in the level of Maslow's need theory. It include realizing one's full potential or self-development. Like any other employee, teachers have the desire to realize their full potentials. They want to see themselves fully developed which will place them in a better position to carry out their duties. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employee's behavior and they are motivated by the need at the next level up the hierarchy.

This presupposes that motivational packages at workplaces need to be dynamic to ensure that sustained management of staff needs is guaranteed. Maslow's theory of needs is relevant to the study because teachers like any other employees have needs which must be fulfilled. This current study shares the same view on the importance of satisfying the needs of an individual.

As theorized by Maslow, the needs of the teacher must be provided accordingly thus starting from the psychological needs to self-actualization. However, a shortfall in Maslow's theory of needs is evident as the theory has failed to point out the level of output or measure the amount of input that an individual will be given out after the needs have been satisfied.

The foundation of this theory is fundamentally built on the assumption that once a person is satisfied, he or she is capable of living up to expectation.

This assumption may not necessarily be applicable to every employee in all organizations. Other factors other than the basic needs may influence the behavior of an employee; hence affect the performance of the employee. With empirical



evidence, this assumption can either be proven wrong or right, thus a gap worth filling by research like this current study.

### **2.1.2 McClelland's Achievement Theory**

Another theory of consideration for the study is McClelland achievement theory; his achievement theory also falls under the category of motivational theories developed by researchers. McClelland's (1961) need achievement theory points out three basic needs that people develop and acquire from their life experience.

These needs he summarizes as: achievement, affiliation and power. Furthermore, he indicated that if people assume that each individual's combined achievement, affiliation and power needs total 1.0 we are left with considerable scope for individual variation based on the strength of a particular need. This provides a relative measure which might enable us to enhance our understanding of ourselves and others in the work place.

A follow up study conducted by McClelland and Boyatzis (1984) in USA intimated that successful managers had high power needs and lower achievement needs.

The main determinant of success appears to be power particularly when success is measured in terms of status and promotion to senior posts. McClelland distinguished between socialized powers and personalized power, the former being useful in assisting managers and leaders in their attempts to achieve organizational and group goal whereas the latter often merely serves the individual in seeking his or her need for dominance. The need to achieve is linked to entrepreneurial activity and is viewed as an important ingredient of



organizational and national economic success. To McClelland, managers tend to have higher achievement needs and lower affiliation needs than non-managers.

McClelland's (1961), motives to a large extent, corresponds with Maslow's self-actualization needs (achievement), esteem needs (affiliation) and love/social needs (power). Though, this theory recognizes that the relative degree or influence of these needs varies considerably between individuals, it is relevant to theoretical foundation of this current study as teachers tend to place priority on the power they have at work and their achievement needs.

McClelland's (1961) work emphasizes the significance of context, the social environment outside work, for the development of needs or motives, whereas Maslow and others suggest that needs are instinctive. This current study strongly supports the view of McClelland (1961) with regard to 'achievement' and 'affiliation'. In most developing countries, teachers have higher achievement needs, but demonstrate low affiliation with their job.

This is evident as many teachers abandon the teaching profession and keep searching for better paying jobs. The students are left at the mercy of the few unqualified teachers.

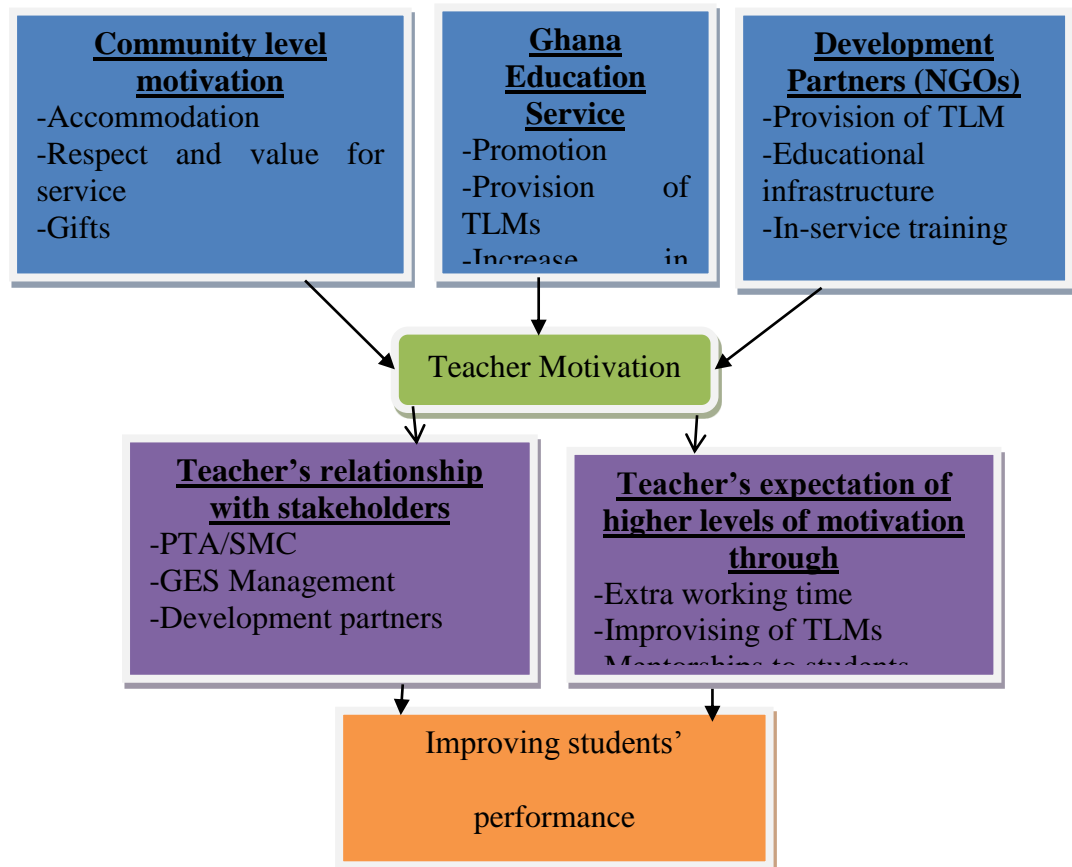
The socialized power identified by McClelland (1961) is of great significance to this study. In the educational sector, teachers are the social leaders taking care of large numbers of students. As observed by McClelland, possessing socialized powers would assist teachers achieve their purpose of being employed. Personal Powers on the other hand would enable teachers exercise control over students and instill discipline amongst them. These powers if well exercise has the



potential to influence the performance of both teachers and students. Though McClelland's work was limited to organizations in a developed country (USA), the insight and findings are important and relevant to this study.

## 2.2 Conceptual Framework

The conceptual framework of this research is based on the theoretical understandings discussed earlier. Based on this, a conceptual framework or model is established to explain the relationship that exist between teacher motivation and the performance of students at various levels. This framework further outlined the factors influencing the behavior of teachers, teachers' relationship with stakeholders such as PTA/SMC and NGO as well as teachers' expectation of higher levels of motivation.





## **Figure 2.2: Conceptual Framework**

**Source: Author's Construction (2017)**

The conceptual framework therefore, relates teacher motivation to pupils' performance through a series of interactions or processes. First, motivated teachers will want to increase their performance in order to get further motivation. This relates to the expectancy theory of motivation. The ways through which such teacher will increase performance include extra working hours after normal classroom hours can be devoted for the students, improvising TLMs as a measure to overcome inadequate teaching and learning resources, and giving appropriate mentorship to students.

These are expected to translate positively into pupils' academic performance. This will implies that the factors of academic performance will be related to teacher motivation.

Furthermore, motivated teachers will have cordial relationships with those who will be motivating them. This will facilitates frequent discussion of the school challenges with key stakeholders such as the PTA/SMC, Ghana Education Service management Team in the districts, community youth, and development partners in the district. Such relationships can result in some solutions to the challenges facing the school and hence improve pupils' academic performance.



## 2.2 Definition of key Terms and Concepts

### 2.2.1 Motivation

The term motivation has been variously defined. However, it has been regarded as the need or drive within an individual that drives him or her toward goal-oriented action. The extent of this drive depends on the perceived level of satisfaction that can be achieved by the goal (Remez 2001; Mathis and Jackson 2002; Dessler, 2007). To Hellriegel, et al., (1989), motivation is the term used to describe the forces that cause the person to behave in a specific, goal-directed manner. On the other hand, Torrington and Chapman (1983) described motivation as the process by which an individual is activated or energized to produce specific activity. Parry and Porter (1975) in their view considered motivation as an act that energizes, directs and sustains behavior of an individual.

They further explain it with emphasis placed on the degree and type of effort that an individual exhibits in a behavioral situation that should not be equated to sheer amount of effort.

In addition, Golembiewski, (1973) refers to motivation as the degree of readiness of an organization to pursue some chosen goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Motivation is the characteristic that is required in order to achieve anything in life; without it you will give up at the first sign of adversity. It therefore implies to motivate, activate and encourage a person to do their best. Motivation will compel a person to think "If I can't, then I must" and will cause them to do whatever it takes to become successful.





Furthermore, Remez (2001) sees motivation as the inner power or energy that pushes a person towards acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and goal to get something done or achieve a certain target, but lacks the push, the initiative and the readiness to take action. To Kelly, (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. To Kreitner (2001), motivation can be explained as psychological procedures that cause encouragement, direction and persistence of voluntary actions that are goal concentrating.

Additionally, Mathis and Jackson (2002) described motivation as the need within a person which causes that person to act. They however argued that most people act for one reason: to achieve a goal. Motivation is, therefore, ambition driven and seldom occurs in a void.

A critical look through the various definitions advanced by these intellectuals revealed that motivation theorists are much concerned about intrinsic and extrinsic motivators.

These intrinsic motivators come from a person's internal desire to do something such things as interest, challenge and personal fulfillment. On the other hand however, extrinsic motivators come from outside the person and include such things as pay, bonuses and other tangible rewards (Dessler, 2007; Robbins and Longton, 2003, Mullins, 2002). It is significant to note that intrinsic and extrinsic are both essential concepts to consider when discussing motivation of teachers in

relation to their job satisfaction particularly in the Western World. Studies conducted from developing countries however seem to point to the fact that extrinsic factors such as salary are important in determining teacher job satisfaction. For instance, a study conducted by Tansim (2006) discovered that teachers were not motivated in Bangladesh, as a result of higher discontent with issues such as salary and the lack of teachers being involved by administrators in decision-making process.

Motivation therefore is a driving force that determines the amount of effort expended in executing a particular assignment. These forces could be internally generated that is within the individual person or externally, through the actions or inactions of the situation within which the individual inhabits or works. For most researchers, a highly motivated person is easy to spot. For example Ifinedo (2003) established that a motivated worker is easy to spot by his or her dexterity, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

To sum it up, Dessler, (2001) defines motivation as the passion of a person's desire to engage in some activity. From the above discussions on motivation, some issues are brought to mind that deal with what starts and energizes a human behavior, how those forces are directed and sustained as well as the outcomes they bring about, which are all relevant to this work.



### 2.2.2 Performance

Academic performance in the view of Cambridge University Reporter (2003) is frequently defined in terms of ‘examination performance’. Hala (2009) observed that the level of performance depends on the level of motivation that stimulates someone to work and carry out the necessary tasks to achieve the goals. However, academic performance is defined as the ability of students to study and remember facts and being able to communicate knowledge verbally or down on a paper.

The Cambridge Dictionary of English (1995) refers academic performance to as how well a school, college, university, an individual or a group is able to accomplish when given a learning task, activity or one’s achievement in standardized tests in academic pursuit. Furthermore, academic performance has been defined as how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher. Academic performance is associated with content and intellect, implying that academic performance depends on the learner’s competence (Reche et al., 2012)

In many instances, educational psychologists usually link the performance of students to two elements, thus “teaching” and “learning” in educational institutions. As noted by Amissah et al, (2002), teaching and learning are two sides of a coin because teaching does not happen without a learner. For Smith (2006), teaching is a system of action involving an agent, an end in view, and a situation including two sets of factors-those over which the agent has no control such as class size, size of classroom, physical characteristics of pupil and those



that the teacher can modify. Tamakloe et al., (2005) have described teaching as directing knowledge towards the learner. Kochhar (2004) viewed teaching as not just a mechanical process but a rather complex, exacting and challenging job. Though teaching is poorly paid, Kochhar (2004) explains that its riches are of a different order, less tangible but more lasting implying that it is satisfaction of personal fulfillment. Farrant (1996) explains teaching as a practice that enables learning.

On the other hand, learning is a relatively permanent change in behaviour that occurs as a result of prior experience. With this, learning can be understood as the adjustment of behaviour through practice, training, or experience (Brown, et al., 2000). In a similar vein, Farrant (1996) again considers learning as the process by which people acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inborn behaviour patterns or physical growth. To him, the capacity for learning is inherent and is based on psychological factors while rate of learning is based on both inherited and environmental factors.

Skinner (as cited in Farrant, 1996) in a sharp contrast to the views expressed by Farrant (1996) and Brown et al (2000) opined that learning should be seen as a series of experiences, each of which influences behavior. Learning outcome should therefore be measured in terms of understanding the core processes within the content standards. The basic duty of every student is learning. Before a student can perform well in any examinations, he/she has to do vigorous and effective practice of what has been taught by the teacher. As a result of this, the



study cannot assess pupils' performance without examining their learning abilities, hence a relevant concept for the study.

### **2.3 Motivating the Teacher for Higher Input**

It has been revealed that there are a lot of quality problems in the education world such as teaching methods, teacher's counseling and training, professionalism and motivation of teachers affect performances (Davies, 2000). The administration of educational leaders, limitation of budget, accessibility, media, school climate, school environment, and support from various responsible parties were some of the recognized qualities affecting the educational sector. Consequently, the matter of teacher motivation has been dear to the hearts of many policy makers due to its relationship with the quality of education. Most national policies on education and action plans are influenced by international commitments like the Millennium Development Goals (MDGs) and Education for all (EFA), which highlights the significance of teachers and the pivotal role they play in education.

UNESCO (2006) observed that huge sums of money have been allocated to education in the budget of developing countries. Teachers play an important role in achieving this main goal. However, when they join the teaching profession they have individual goals which they seek to satisfy. For instance, most teachers' whiles in the profession still pursue various courses or higher degrees with the view to enriching their qualification. It is therefore the task of the employer (government) and the school management to ensure that satisfying the individual goals does not undermine the major aim of good performance desired by the school.





In the educational environment, Maslow's hierarchy of needs implies that educational management has a duty to create a work climate in which teachers can gratify their needs. If an enabling environment is not provided for teachers they will have increased frustration, lower performance and job satisfaction, increased work restriction, tardiness and high turnover (Maslow, 1984). School management in the view of Ofoegbu (2004) which includes Board of Governors and Parent-Teacher Association (P.T.A) view teacher motivation as it naturally has to do with teachers' approach to work. It has to do with teachers desire to participate in the pedagogical processes within the school setting. It has to do with teachers' interest in student discipline and control especially in the classroom.

Bennell (2004) stated that work motivation refers to the psychological processes that influence individual behaviour with respect to the accomplishment of workplace goals and tasks. Graham (2008) as cited by Ephraim (2008) observed that employees have higher expectations of how they want to be treated at work. They don't just want a job that is secured and pays well; they want a job that gives them high levels of job satisfaction and if their current employer doesn't provide it, they will be tempted to look for one that will satisfy them in almost every aspect of their life. Uchefuna (2001) theorized that both teaching and learning depends on teachers. A teacher may be greatly committed to the realization of the school's learning goals, but may lack the requisite competencies to teach effectively, which eventually becomes de-moralizing and de-motivating factor.



Acheampong (2003) also noted that teacher morale is “reasonably high” whenever he/she is explicitly and implicitly motivated to carry out his/her responsibility.

There are wide range views concerning teacher motivation across the world. Nonetheless, there appear to be growing concerns about the unacceptable high proportions of teachers working in public school systems in many developing countries who are poorly motivated due to a combination of certain factors such as low morale and job satisfaction, poor incentives, and insufficient controls and other behavioral sanctions (UNESCO, 2006).

The 2000 Education for All (EFA) Country Assessment for Pakistan for instance noted that poor teacher motivation is a “massive problem”, which is seriously compounded by “political interference”. McClelland et al, (1984) indicated that motivated behavior takes the form of a situation depending on how pleasant or unpleasant consequences are anticipated, implying that, we are either motivated to do something or withdraw. For example staff members are provided with meals every afternoon and other activities like excursion are offered freely to staff. In addition, there is also access to computer facilities for all staff who want to be computer literate.

World Bank Report (2004) on World Development revealed that low teacher motivation is a reflection of deteriorating standards of professional conduct, including serious misbehavior and poor professional performance in educational institutions.



Absenteeism on the part of teachers is unreasonably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy dependence on traditional teacher-centered practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking. The Report noted that issues of malfeasance among teachers are alarmingly present in many settings: teachers show up drunk, they are physically violent, or simply do nothing.

As part of a study on the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that “teacher morale at this school is high”. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde and Swainson, 2002).

With respect to the Wa East District, one cannot tell whether teacher morale is high or not as there is no information available, thus the need for the current study.

#### **2.4 Teacher-Motivational Factors**

Motivating teachers influences their level of input or output at school. Recognizing that motivation is central to the level of input of a teacher, educational psychologists have redirected their attention to the study of the relationship between the performance of the student and the input of a motivated teacher with the view of establishing the impact of the input in the ability of the student to excel in the final examination. As noted, motivation changes the



thinking of teachers with regard to their work. It helps them refocus their energies and direct their performance, thus increasing their effectiveness in the classroom (Adeyemo, 2013).

Teacher motivational factor can be classified into two, thus, Extrinsic and Intrinsic factors. Extrinsic factors that have the potential of motivating teachers include working conditions, job security, better houses and better education for children, clothes, salaries, allowances, benefits, gifts, leadership style, recreational trips and monetary awards. Intrinsic factors on the other hand include achievement, recognition and responsibilities from their work, promotion, and self-esteem and job satisfaction. Collectively these motivational factors can be grouped into six as shown in figure 2.4.1 below.



**Figure 2.4.2: Teacher-Motivational Factors**

**Source: Author's Construct, 2015**

Figure 2.4.2 shows the various factors that motivate teacher to put in his/her best in the classroom and these factors are discussed below.

#### **2.4.1 Work Environment**

There are a lot of factors that motivate an individual to put up more effort at the workplace. But the work environment has been considered as the most influential factor that has the tendency of motivating or de-motivating the worker. Kazeem (1999) theorized that greater consideration should be given to improving work-related conditions of teachers to improve the quality of education. As he posited, there should be improvements in the availability and supply of teaching and learning materials and general classroom atmosphere to improve student learning. According to Adelabu (2003), amenities or facilities in most schools are often dilapidated and inadequate, hence affecting the ability of both teaching and learning. Placing more emphasis on the teaching environment, the Nigeria Primary Education Commission (1998) indicated that the work environment is a significant determining factor in teacher motivation. The report concluded that teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force.

Yaa (2014) in a study "Investigating the Low Performance of Students' in English in the Basic Education Certificate Examination in the Sunyani Municipality" observed that many educationists are displeased with how some public schools especially those in rural communities within the Sunyani Municipality had scored zero percent pass in the 2013 BECE. She further intimated that the working environment has been a major factor affecting both teaching and learning in these



public schools. Teaching and learning is mostly ineffective in these schools and is a result of the uncondusive nature of the classrooms. Yaa (2014) concluded that to make teachers work effectively, the teaching environment, promotions and any other benefit of the teacher should be enhanced and tied to the performance of students in the BECE.

#### **2.4.2 Training and Development of Staff**

Staff training is an essential strategy for motivating workers as shown in 2.4.1. The subject of low performance of teachers would be minimized if administrators of schools integrate the notion of offering staff training and other incentive packages that are likely to motivate and meet the needs and aspirations of teachers. In most cases, this incentive or package is undoubtedly seen in private schools compared to public schools.

According to Grensing (2000) in the midst of increasing level of development, the work setting has also become more competitive. Employers of businesses or institutions now demand for more skilled, trained and qualified workforce since the institutions' "output depends on the employees" performances. In line with this, the Ghana Education Service (GES) must develop and enhance good teacher training programmes. This will provide the teacher or educational professionals the opportunity for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of undertaking their mandate.



### 2.4.3 Salary/Money

The role money plays in the motivation of workers cannot be underestimated. According to Banjoko (1996) many managers use money to reward or punish workers. The motivational power of money through the twenty process of job choice has been demonstrated by Katz as cited by Sinclair, et al. (2005). For them, money has the power to attract, retain, and motivate individuals towards higher performance. To support their assertion, they opined that if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer.

Akintoye (2000) supported the assertion of Sinclair et al (2005) on the role played by money in motivating workers as he observed that “money remains the most significant motivational strategy. Also, Akintoye (2000) observed that money is one of the most vital factor in motivating the industrial workers to achieve greater productivity.

With this notion, they advocated for the institution of an incentive wage systems as a means of motivating workers to higher performance, commitment, and satisfaction in their profession. Like any other worker, the teacher in Ghana would be motivated to perform higher if he receives good money or salary as a compensation for carrying out his duty effectively. In past, the Ghanaian basic school teacher was poorly paid and it affected the input of many teachers particularly those who were teaching in rural areas (Asamoah, 2009). However,



the introduction of the Single Spine Pay Policy brought improvement in the salaries of teachers. Though most teachers appreciate the increment in their salaries, they still believe that, it does not commensurate with their output or effort.

#### **2.4.4 Promotion and Advancement**

Promotion has a long lasting result and therefore regarded as a strong element in determining 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.

On the other hand, however, advancement refers to actual change upward in position and can be achieved through promotion. Advancement is a key force in motivating teachers to lift their performance to approach their maximum potential. Teacher's advancement is achieved when a teacher is promoted to an assistant head teacher or a head teacher.

An individual might view the promotion system in their firm as unfair yet still be personally satisfied because he does not possess the necessary qualifications for promotion or does not have what is required to advance his career, (Reche et al., 2012).

Alternatively, it may seem logical that an employee could appreciate the opportunity of advancement offered by his company or organization; other employees could still be dissatisfied with the chances for promotion, simply because they do not exist. Such individual's valued standards would depend upon personal ambitions and career aspirations. Studies have identified that the main



roots of the desire for promotion would include the desire for psychological growth, the desire for higher earning and the desire for social position to those who base their personality on what others think of them.

Research conducted by Smith & Warner (1993), suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. This is an indication that promotion and advancement can influence the level of input or output of a worker and as a result, relevant point of consideration for the study. In Ghana, teachers under the watch of the Ghana Education Services are promoted every four years and this has motivated some individual teachers to stay longer in the profession and this promotion comes with increment in their salaries. This study recognizes that promotion of a teacher can influence his/her level of commitment in the teaching and learning process and this can influence either positively or negatively the performance of pupils in rural areas such as the Wa East District.

#### **2.4.5 Community Setting/Environment**

The work setting is also an important factor in determining teacher motivation. Sargent & Hannum (2003) established that schools are situated in communities and these communities play an important role in the motivation of teachers.

Community poverty in developing countries presents an enormous challenge to teachers in under-resourced schools where basic school infrastructure and teaching and learning materials are not available (Kadzamira, 2006; Sargent & Hannum, 2003). Teachers working in rural schools are faced with the challenge of meeting their basic physiological needs of food, shelter and clothing. Physical





condition brought about by poverty makes daily necessities difficult to come by. Teachers in rural setting may face transportation, educational facilities, recreation and opportunities for enrichment and personal advancement challenges. This mostly demotivates the teacher from going to school. The student suffers the consequences of teacher absenteeism. According to Ingersoll (2001) communities where teachers feel society is dismissive of their profession, their commitment is mostly undermined. Therefore promoting teachers "en masse", without basing it on an evaluative mechanism linked to job performance, has also been found to demotivate many teachers.

Also, Kleop and Tarifa (1994) revealed that Albanian teachers were satisfied with their job because they felt highly respected in the communities where they live and work, were very well integrated in the communities where they work, and were mostly found in their students' families. This implies that the teacher-parent relationship has a profound impact on the teachers' perception of themselves. The attitude and environment that teachers find themselves can affect their motivation. Community support to teachers through parents of students in the community cannot be underestimated when looking at factors that can boost the morale of teachers. It therefore stands to reason that where the social distance between the teacher and the student is close, teachers tend to be motivated but where the social distance between the teacher and the students is wide it tends to demotivate the teacher.

In Ghana as observed by Yaa, (2014), the social distance between most public school teachers and the community is wide and this does not help teaching and



learning in these schools. Parents pay less attention to their children in public schools as compared with those in private schools. The communities particularly the rural communities do little or nothing to support the grooming of the students and this mostly de-motivates teachers as students continue to fail the final examination irrespective of their efforts.

#### **2.4.6 Teacher's Age and Experience as a motivational factor**

Teacher background attributes have been found to be linked with the motivation of teachers. Sargent & Hannun (2005) and Ingersoll (2001) conducted a study in rural China and the findings revealed that young teachers have been found to be less motivated than other young employees in other professions. They explained that a younger teacher has higher desire for achievement as compared to older teachers. They compare themselves to their colleagues in other professions whose conditions of service are considered better than theirs and therefore wished they were also treated better. They further observed that the relationship between teacher's experience or age and their turnover has been found to follow a U-shaped curve. This observation implies that the rate of teacher grinding down is high among young teachers. The situation stabilizes through the mid-career period and rise again before retirement years. This has been noticed among those with longer years of experience in the teaching field.

In terms of gender, female teachers have been found to be more motivated than male teachers (Sargent & Hannun, 2005). This they opined might explain why most women occupy the higher echelon of the education sector in Ghana.



Tasnim (2006) in her, “Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh”, stated that, women find teaching more convenient than other professions because they get time to take care of their families.

Tasnim (2006) furthermore asserted that women traditionally see themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This observation has over and over again been confirmed by studies in which women teachers have been found to experience greater job satisfaction than their male counterparts. Tasnim therefore concluded that women teachers are more pupils’ oriented than men teachers and consequently spend more time improving the class environment.

It has also been found that better qualified teachers are less motivated than less qualified teachers (McClellan, 1991). This finding may partly be attributed to the fact that teachers with better qualifications can easily pursue alternative opportunities. With the opening-up of the Ghanaian economy, more jobs are being created in the service sectors of the economy. These jobs openings require employees with high qualifications, competencies and skills to meet the challenges they will bring to bear on those who would be employed in this sector of the economy. Alternatively, career paths are opened to current and potential teachers. Teachers with higher qualification in the sciences and business courses are leaving the classroom to take appointments in banks, insurance companies and



other jobs in other sectors. In fact it is a common phenomenon to come across a former teacher in every workplace in most countries including Ghana.

Examining job satisfaction in relation to the number of years administrators had served in their current position, Goodwin (2004) conducted a study of Job Satisfaction of Female Administrators in the National Education Association in UK and realized significant statistical differences. With each of the classifications of job motivation, the administrators with ten to twenty six years in their present position expressed a higher level of motivation than the administrators with seven to nine years of experience. As noted by Goodwin, job motivation increases with duration spent in the present or current position.

A key feature of the teaching force in most countries is its heterogeneity, predominantly with respect to educational attainment and professional training. Teachers range from those with post graduate qualifications to primary school leavers with minimal levels of pre-service training. Bennell and Mukyanuzi (2005) have sadly acknowledged in their study of teacher motivation crisis in Tanzania that some teachers are often only slightly better educated than their students in some countries in Africa. Consequently, as a professional group, teachers do not have the equivalent level of education and training nor the cohesiveness as well as recognized professions, such as medical doctors, engineers and lawyers, which have uniformly high academic entry qualification. Data from the Wa East District Education Directorate indicated that a lot of the teachers in the district have less qualifications as compared to other professionals in the health sector. Most of the teachers are pupil teachers. To some extent, one



can say that these teachers in the Wa East District are few meters higher than the students they are employed to teach as most of them only completed Senior High School. Some stakeholders has attributed the performance of students to the low level of qualification of teachers in the Wa East District, hence a critical point for the study to consider.

## **2.6 Ensuring Teachers Commitment and Retention**

For the success of pupils in the Basic Education Certificate Examination (BECE), it is imperative that teacher commitment and recognition issues be addressed appropriately. Balfour and Wechsler (1996) pointed out that the overall organizational commitment is an appropriate and significant aspect to focus for institutional performance and productivity. Luthans (1998) posits that to retain personnel and increase their performance has remained a problem for human resources management practitioners. Having spent resources to recruit, train and build on employees, the Ghana Education Service needs to develop some form of commitment plan that will determine why people are not performing to their highest level. The answer to employees “recognition and commitment” are quite intricate, but the use of tactics to address the issues of commitment in individual schools that is, often simple, straight forward and effective methods will yield the right results (Grensing, 2000).



### **2.6.1 The role of Salary and Conditions of Service in Motivating and retaining teachers**

Salaries and conditions of service has always been part of the contract terms of any working environment. Every worker is entitled to a salary and conditions of service in every working environment. Bennell (2000) researched into teacher motivation and incentives in low-income developing countries and noted that teachers are paid considerably less than the other mainstream professions. Nowadays most educational institutions, especially the private sector institutions are becoming conscious that they must become increasingly creative and innovative when it comes to motivating and satisfying their teachers with the view to ensuring full commitment and retention. According to Acheampong (2003), majority of private educational institutions are offering a number of incentive packages to keep their members performing higher compared to government institutions. These incentives as noted include free transportation, mortgage facilities, free medical care and free teachers child education.

Also, Feldman and Landsman (2007) indicated that another strategy for managing employee's performance and retention is designing incentive program more purposefully and in such a way that institutional commitment would also be addressed. For instance, incentive packages could be short term focused on driving employee behavior toward realization of a specific goal.

Upon all the important role teacher motivation plays in improving the performance of students, research still shows that the rate of teacher motivation is



on the decline. Akyeampong, (2007) observed that school teacher motivation has declined in recent years predominantly, in the urban areas due to high cost of living and workload in Ghana. Bame (1991) revealed that teachers in Ghana were highly dissatisfied and de-motivated to perform due to low salaries, poor teaching conditions and condition of service as it affected teacher's morale and the quality of their lives.

### **2.7 Academic Performance of Pupils' in Basic Education Examinations**

Education is the fundamental human right of every individual (Wolfenson, 2000) and the key to sustainable development, peace and stability within and among countries. The government of Ghana, similar to all other stakeholders in education recognizes high quality basic education as significant because it enhances the development of the individual in society (Ministry of Education, 1987a; Government of Ghana, 2004; UNESCO (2005). According to Akyeampong (2007) other Ghanaian scholars over the years have also underscored how critical basic education is to the development of the human capital of the nation. This current study shares similar view as these scholars.

In spite of the numerous educational reforms made by the country, Ghana's deprived rural basic schools repeatedly fail to turn out knowledgeable graduates, capable of pursuing further education (Akyeampong, 2007). There is evidence of declining academic performance in Ghana though it is not peculiar to Ghana alone. According to Ofoegbu (2004) students perform abysmally in Nigeria and this has been linked to poor teachers' performance in terms of accomplishing the teaching task, poor teaching practices and negative attitude to work which have



been attributed to poor motivation. In 2011, over 40% of candidates who sat for the Basic Education Certificate Examination in Ghana failed the examination and could not gain placement in any of the second cycle institutions, representing a below average performance. It was however revealed that school enrolment rates had increased at the basic level. This clearly shows a gain in access without any corresponding action to improve learning.

Ghana News Agency in 2008 reported that five Junior High Schools in the Twifo-Hemang-Lower-Denkyira District in the Central Region of Ghana scored zero percent (0%) in the 2008 Basic Education Certificate Examination. This was disclosed by the District Chief Executive, in the person of Mr. Samuel Agyeibie-Kessie at the District Assembly's general meeting at Twifo Praso on Friday (Ghana News Agency, 2008).

The Wa East District academic performance in the BECE has declined. At the regional level, the Wa East District placed second position (2<sup>nd</sup>) in the 2009/2010 academic year as 59% of the candidates who sat for the examinations passed. The district dropped from the 2<sup>nd</sup> to 4<sup>th</sup> position in 2010/2011 and 2011/2012 and to 5<sup>th</sup> position in the 2012/2013 academic year. The performance of pupils in the District however increased to 43% and 48% in the 2013/2014 and 2014/2015 respectively. This improvement moved the District from position from its 5<sup>th</sup> to 3<sup>rd</sup> position in the 2014/2015 academic year.

It was revealed that in the 2010/2011 and 2011/2012 academic years, overall passed percentage of pupils stood at 49% and 46% respectively, indicating a decline in performance (Wa East District Education Office, 2016). According to





the Global Campaign for Education (2005) the main reasons for this decline are acknowledged as large class sizes, decline in the quality of teacher training, and the employment of para-teachers. All these factors are evident in the Wa East District which many believed, has affected the performance of students over the past years.

## **2.8 Factors that influence pupils' performance**

A lot of factors account for the performance of pupils and worth noting are the socio-economic status or factors of people. McClelland (1961) in his achievement motivation theory showed that people's motivation patterns replicate their cultural setting including family, the school, the church and the work place. In as much as teachers' effort would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively.

Etsey et al., (2004) in their study of some private and public schools in Ghana discovered that academic performance is better in private schools due to more effective supervision of work. Thus, effective supervision improves the quality of teaching and learning in the classroom (Neagley and Evans, 1970). Furthermore, the attitude of some public school teachers and authorities to their duties does not stimulate good learning process for the pupils. Some teachers leave the classroom at will without attending to their pupils because there is insufficient supervision by circuit supervisors. Teachers there have ample room to do as they please since



there is no supervision. For Young (1989) the lack of motivation and professional commitment to work by teachers accounts for the poor performance of students. This produces poor attendance and unprofessional attitudes towards pupils by the teachers, which in turn affect the performance of the pupils academically.

Aside from the above mentioned, a good number of public schools lack adequate infrastructure and educational facilities. For example, reading and learning materials are mostly hardly available and even when they are available they are in limited supply, especially in rural areas. It has also been found that the size of each class forms a critical determinant of pupil's academic improvement and performance (Cochran-Smith, 2006).

Kraft (1994) in his study of the ideal class size for instance found that class sizes above 40 pupils have negative effects on pupil's academic achievement. This according to Asiedu-Akrofi (1978) is because of the possible disparities or differences in interests and abilities of pupils, especially in commanding attention in class. Parental care and role modeling also form a very significant aspect of a child's training, particularly in their formative years of life (Weiss and Schwarz, 1996). A study conducted by Loh (2009) and Weiss & Schwarz (19996) but concluded that that a pupil's performance at school is indicative of the sort of parents or role models they have. .

### **2.8.1 Family Structure**

The family is described as the basic unit of society. The influence of family structure has been found to be only weakly associated with educational attainment, however, while controlling other variables (Machin, 1998). It is more



detrimental when children in sole parent families also experience a range of other risk factors such as low income (Sparkes, 1999).

Additionally, where a child suffers from parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the father/mother alone may not be financially sound to pay school fees, purchase books and uniforms, such a child may become deviant, thus his performances in school may be negatively impacted (Basil, 2007).

Single parenting has been identified as a factor for the poor performance of students. According to Rich (2000) sole parent families on average have lower levels of income; they are headed by parents with lower educational achievement and are less probable to be in the labour force, children from these families are likely to have lower educational performance. Additional factors in sole parent families that are likely to adversely affect educational outcomes of a child as compared to those from two-parent families include: reduced contact between the child and non-custodial parent, the custodial parent have less time to spend with children in terms of supervision of school homework and maintaining suitable levels of discipline and the lack of an appropriate role model, particularly for males (Rich, 2000). Family structure through excellent parenting supported by strong economic home conditions can enhance strong academic performance of the child. However such family structures and parenting seems to be lacking in the Wa East District (GES, 2015) thus a relevant point for the study.



### **2.8.2 Household educational achievement**

Corwyn and Bradley, (2002) in their research showed that the low academic achievement of one's parents often becomes recurring and affects the child's education because they, like their parents or guardian before them, are also in poverty. Family process models theorists like Linver et al., (2002) and Yeung et al., (2002) have all examined how parenting behaviors, such as the level of household education and structure of the home background, influence children's achievement outcomes.

Corwyn and Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment. A study conducted by Halle et al. (1997), using a sample of low-income minority families, also found that mothers with higher education had higher expectations for their children's academic accomplishment and that these expectations were related to their children's subsequent success in mathematics and reading. Similarly, Smith et al. (1997) established that the association of household income and parent's education with children's academic achievement was mediated by the home environment. The intervention effect was stronger for maternal education than for family income. Accordingly, these authors indicated that education might be linked to specific achievement behaviours in the home for instance reading and playing. Researches on status attainment have revealed that high educational aspirations of parents are associated with high aspirations in



children, and that this association accounts for a significant part of the association between fathers and sons educational attainment (Sewell and Shah, 1968).

According to the 2010 Population and Housing Census (PHC), most of the household heads in the Wa East District have not received any formal education. These household heads are care takers of children attending schools in the district. As most of these household heads are illiterates, there is the tendency that they will have low aspirations in their children going to school, hence a point of consideration for the current study.

### **2.8.3 Geographical Location**

The environment within which the individual finds himself/herself plays a strategic role in academic achievement. Inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice. Furthermore, students may also have limited recreational and educational facilities within their school due to their geographical location (Bennell, 2000).

A study conducted by Cheers (1990) revealed that students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas. In spite of the adequate number of educational facilities in rural and remote Australia, school children from these areas remain deprived by other factors. Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support (Cheers, 1990).



The implication of these observations is that teachers in metropolitan areas often have access to social services such as relative to those in the rural areas. This suggests that those in the rural environment need extra motivation to stay in that environment and remain committed to their work.

The Wa East District is rural and most of the schools are disadvantaged with regards to availability of teaching and learning materials, good road network, electricity and potable water services. This clearly suggest that teachers in the District will need extra motivation to stay at post.

#### **2.8.4 Gender**

Educational performance at school has also been found to vary according to the student's gender (Horne, 2000). In particular, reviews of the evidence suggest that boys suffer an educational disadvantage relative to girls, especially in terms of performance in literacy (Buckingham, 1999; 2000b). This implies that girls have been found to out-perform boys within high or low socio-economic groups. Besides, the performance of boys deteriorates more rapidly than the performance of girls as they move down the socio-economic scale (Teese et al., 1995).

A study conducted by Buckingham (1999) concluded that the relationship between the performances of boys is often mediated or partially explained by family structure. This observation is somewhat different in the Wa East District as boys often out-perform their female counterparts. Even those are able sit for the BECE, the boys usual perform better than the girls (Wa East District Education Directorate, 2016). Evidence again showed that as pupils (boys and girls) move up the educational ladder, the number of girls in school keep dropping. However,



there is little or no information as to why the number of girls keep dropping out of school as they move up and few ones who stay also fails, hence an area of interest to the current study.

### **2.8.5 Type of School**

Research has shown the importance of the type of school a child attends in influencing educational outcomes. Portes and MacLeod (1996) conducted a study in the United States and found that socio-economic status (SES) variables continue to influence educational attainment even after controlling for different school types; the school environment tends to affect the strength of the relationship between SES and educational outcomes.

Buckingham (2000a) also found that students from independent private schools are also more likely to attain higher end of school scores. Whereas school-related factors are significant, there is also an indirect connection to socio economic status (SES), as private schools are more likely to have a greater number of students from high SES families, select students with stronger academic abilities and have greater financial resources Portes and MacLeod (1996). In as much as the type of school plays a key role in the performance of students, Sparkes (1999) however concluded that the school effect is likely to work through variation in the quality and attitudes of teachers.

The type of school have been identified to impact on teacher motivation as Ruge (1998) rightly puts it that teachers at disadvantaged schools, for instance, often hold low expectations of their students, which compound the low expectations students and their parents may hold about their wards prospects. Like in any other



rural area, the schools in the Wa East District are disadvantage and teachers in these schools have low expectations from their students. This believe like in other jurisdictions have the tendency of affecting the performance of pupils in the district.

### **2.8.6 Absence from school/Absenteeism**

Also related to poor educational performance is the level of truancy or unexplained absence among students. Absenteeism can be seen both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low socio-economic backgrounds. Sparkes (1999) found that truancy, even when it's rare, is associated with poorer academic performance at school. Frequently unexplained absence from school has also been identified to be associated with poorer early adult outcomes in the labour market for example, higher probability of being unemployed and poorer adult health relative to non-truants (Sparkes, 1999). The Wa East District is flooded with public schools with children coming from poor families. As revealed by the District Education Directorate, most of these schools lack the needed financial resources to adequately mentor students for higher performances, hence a concern for this study.

### **2.8.7 The Learning Environment**

The environmental setting, under which teaching and learning takes place as noted, plays an important role in student's performance. The learning atmosphere that is free of barriers, or free of obstacles or distractions such as noise, gas or smoke pollutions and can constitute health hazards, which in turn affect or reduce





the student's concentration or conceptual focus to learning. According to Basil (2007), markets and garages located near schools have always posed a threat to students. Noise and pollution from these sources have always endangered the lives of students and their concentration in class.

Barry (2005) holds the view that, a student's educational performance and academic success is to a great extent influenced by the type of school they attend. The school one attends is described as the institutional environment that determines the limit of a student's learning experience and depending on the environment a student can either close or open the doors that lead to academic success.

According to Danesty (2004), other factors that compliment environmental and socio-economic factors to produce high academic achievements and performance include good teaching, counseling, good administration, good seating arrangement and other infrastructure. On the other hand, lack of these facilities mentally demotivates both teachers and students. Furthermore, Danesty (2004) indicated that the innovative environment does stimulate head start learning and mental perception. It has also been proved that students who come from simulative environments with laboratory equipment or those that are taught with rich instructional assistance and pictures perform better than those trained without them. Therefore, teaching and learning should take place under well organized, planned, and fortified environment with teaching instructional aides to stimulate students' sense of conception, perception and concentration. The Wa East District is a rural district and most of the schools in the district operate in dilapidated



environment. Information from the Wa East District Education Directorate indicates that most of the schools lack critical teaching and learning facilities and this has been noted to influence teaching and learning in the district.

## **2.9 Importance of teacher motivation on pupil's performance**

Motivation occupies a central position in the execution of any human task or endeavour, the teaching-learning process is no exemption. Teachers are the most important factor in determining the quality of education that children receive, (Kannappan, 2011). However, Obameata (1995), in contributing to ways of improving the quality of performance in school revealed that what is desired is to make teachers more dedicated and effective by way of motivating the teaching force. He was however quick to note, that it is hard to prescribe exactly what will motivate teachers uniformly.

Salawu and Odebunmi (1985) conducted a study into effective teaching in Ibadan, Nigeria and have noted the high relevance of motivation for maximum pupils' performance in the teaching and learning field. It therefore implies that: if classroom teachers are not well motivated, even when other conditions have been satisfied, effective teaching and learning may not take place. Teachers have been shown to have a significant influence on students' academic performance and they also play a crucial role in educational success because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe 2001). Eventually pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001).



Schonfeld (1990) revealed in his study that a less motivated teacher is always absent from duty, arrive late at work place, unproductive, cannot deliver well in class, low morale, seek alternative employment opportunity, terminate employment and steal or engage in corrupt practices. Students suffer from such teachers and may not perform well in their final examination. This eventually affects their career choice and future and the society at large. Teachers are arguably the most important group of professionals for our nation's future; it is therefore disturbing to find that many of our teachers today are dissatisfied with their jobs and the need for them to be motivated to give up their best of services (Wesley et al., 2013). This current study is intended to be conducted in the Wa East District since little empirical evidence can be found with regards to the district's educational sector.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter presents the profile of the study area, the materials, techniques and procedures employed in carrying out the study. It provides detailed description of the research design, data requirements for the study as well as the sampling procedures adopted in data collection. It also describes the manner in which data would be collected will be analyzed, interpreted and discussed in subsequent chapters.

#### 3.1 Study Area

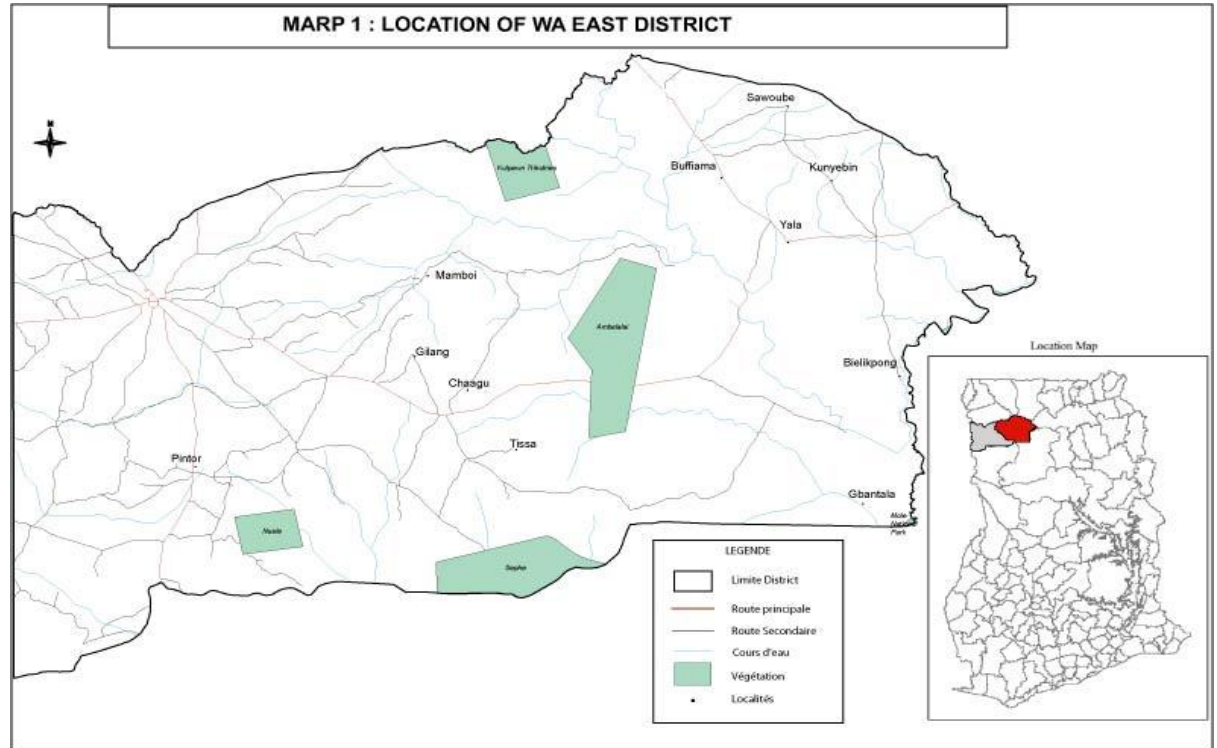
The chosen area for the study is the Wa East District. The area is chosen because of its undeveloped nature and the low performance of students in the Basic Education Certification Examinations over the past years.

##### 3.1.1 Location and Size

The Wa East District was carved out of the former Wa District by Legislative Instrument (L.I) 1746 in July 2004. The district is located in the south eastern part of the Upper West region. Funsi, the district capital is about 115km away from Wa, the regional capital. The district shares boundaries with West Mamprusi to the Northwest, West Gonja to the Southeast, Wa Municipality to the Southwest, Duffiama/Busie/Isa District to the Northeast and the Sissala East District to the north. The Districts' closeness to West Mamprusi and West Gonja in the Northern Region could promote inter regional trade when well linked by road. It has a landmass of about 3,196.4km<sup>2</sup>, which is located between latitudes 9° 55'n and 10°



25°n and longitude 1° 10'w and 2° 5'w. The District occupies 17.3% of the total landmass of the region which is about 18,478.4Km<sup>2</sup> (Wa East District Assembly Report, 2015). Figure 3.1 shows a map of the Wa East District.



**Figure 3.1: Map of Wa East District showing some communities**

Source: Wa East District Assembly, 2014

The remoteness of the district relative to other districts of the region has deprived it of the needed investment from the private sector which has led to woefully, inadequate basic social and economic infrastructure and services such as schools. The lack of schools and other educational facilities made it imperative for the study to consider this area for its data.

### 3.1.2 Population size and Growth

The District's population is estimated at 72,074 according to the 2010 Population and Housing Census (Ghana Statistical Service, 2010). The 2014 population



projected at 77,765 made up of 50.5 percent males and 49.5 percent females. In terms of age distribution, age group of 5-9 has the highest population (16.8%) while age group 85 and older has the lowest (0.6%). In fact, the district is completely rural and a large proportion of the population of school going-age do not like going to school. They mostly join their parents in the farm. The few ones who happen to attend school normally fail to perform in the BECE and as such demotivate other children in the district (GSS, 2010).

The district has a young population comprised of 47% (between 0-14 years), 49% between 15-60 years and 4% over 60 years old. The Wa East District population has a youthful structure with a broad base consisting of large numbers of the children and youth (0-24 years) and a conical top of a small number of elderly people. The structure of the district's population is basically shaped by the effects of high fertility and decreasing mortality rate (GSS, 2010). This is an indication that the district has a youthful population and therefore has great potential for socio economic development. The youthful nature of the population implies higher opportunity for education. The situation also informs policy makers to make policies geared towards education. If educational facilities are provided, there will be children to make good use of those facilities. Sometimes the number of students in class motivates a teacher to put in his best. As the population is young, teachers will have enough pupils in the class to teach.

### **3.1.3 Relief and Drainage**

The land is generally undulating with height between 180-1300m above sea level. Drainage in the district is the dendrite type, dominated by the Kulpawm River and



its tributaries. Most of the rivers overflow their banks during the rainy seasons and render most parts of the district inaccessible during this period. These rivers which provide vast potentials for the construction of irrigation dams for dry season farming dry up during the dry season. This is because the vegetation cover along their banks is degraded through human activities. There is also the need to protect these rivers from negative human activities. This relief and drainage system provides an enabling environment for farming activities and the rearing of cattle (Wa East District Assembly, 2014). The availability of this enabling environment has made many children of school-going age to cultivate the habit of habitual late coming to school, absenteeism and finally abandon school totally for farming and rearing of animals, hence relevant point of consideration for the study.

### **3.2 Education in the Wa East District**

Adult illiteracy rate is very high in the Wa East District. Based on the 2010 Census Report, the illiteracy level of adults in the District stands at about 75% (GSS, 2010). The low literacy level adversely affects development as it makes it difficult for communities to readily respond to innovative and modern ways of doing things. This therefore affects service delivery in education, health, agriculture, water and sanitation. Educational status of the population 11 years and older is categorized into literate (those who can read and write) and non-literate (those who cannot read and write). Out of that population of 45,072, only 14,173 representing 31.5 percent can either read or write. The number of schools in the District has increased from 133 in 2009/2010 academic year to 136



in2012/2013 academic year. This comprises 41 pre-schools, 64 primary schools and 31 JHS (Wa East District Education Directorate, 2014).

**Table 3.1: Distribution of Schools by category**

Categories	Number of schools			
	2009/2010	2010/2011	2011/2012	2012/2013
Pre-schools	38	41	41	41
Primary	66	69	69	64
J.H.S	29	32	31	31
SHS	0	0	0	1
Total	133	142	141	137

Source: Wa East District Education Directorate Annual Report (2014)

Generally, there is increase in the number of schools (Pre-schools, Primary, JHS and SHS) from 133 in 2010 to 137 in 2013. However, the number of primary schools has decreased in 2010/2011 academic year from 69 schools to 64 schools in 2012/2013 academic year. Also those of the JHS have decreased from 32 schools to 31 schools in the same period. The increase in the number of schools in the District particularly the creation of the SHS, has improved the accessibility level of pupils to schools within that period. It is also important to indicate that the decreased in the number of Primary schools and JHS can be attributed to the lower numbers of pupils in the schools and dilapidated nature of the infrastructure of some of the schools. Consequently, the District Education Directorate decided to merge schools without adequate numbers and infrastructure. Additionally, it is believed that the lower numbers of students in some schools do not encourage





teaching and learning, hence affect the performance of the few ones in schools. As observed, teachers have the tendency to be demoralized if the number of pupils they teach is too low. In fact lower numbers encourages teacher-absenteeism as observed by District Education Directorate, thus a point of consideration for the study.

### **3.2.1 Classroom situation**

Out of the 137 schools in the district that require classroom infrastructure, 67 of them do not have School buildings and are therefore considered “schools under trees”. This comprises thirty (30) Kindergartens, twenty-nine (29) Primary schools and eight (8) JHS. Pupils in these schools are therefore exposed to the vagaries of the weather during school sessions. With a total enrolment figure of 19,265 and also the total number of schools in existence in the 2012/2013 academic year, the district requires a total of 67 classrooms (Wa East District Education Directorate Annual Report, 2014). The lack of infrastructure particularly classrooms and furniture greatly affect teaching and learning in the schools. But there is no doubt that the presence of these facilities can enhance the performance of pupils and to some extent motivate teachers to always be present in school. One cannot assess the performance of pupil and teacher-motivating factors without considering the environment from which teaching and learning take place. Any attempt to neglect the environment where the learning and teaching take place may render the findings incomplete, hence relevant point of interest of this study.



### 3.2.2 School Enrolment

In 2012/2013 academic year, the total enrolment figure for boys and girls at all levels of the basic school stood at 9906 and 9359 respectively giving a total enrolment figure of 19,265. This represents a percentage increase of 5.15% over the 2009/2010 enrolment figure (Wa East District Education Directorate Annual Report, 2014). The marginal increase in the enrolment is attributable to the 'galamsey' menace in the District, hence the poor BECE performance. Though generally there is low enrolment in the District, the girls are the worst affected. Most of the girls prefer marrying to being in school.

Even if they happen to get enrolled, they get impregnated along the way and dropout of the school. While the number of boys increased from 9410 in 2009/2010 academic year to 9906 in 2012/2013 academic year, the number of girls rose from 8911 to 9359 within the same period. Effective strategies need to be evolved to promote enrolment drive for the girl child (District Education Directorate, 2015).

Generally, evidence shows that the enrolment at the basic level has witnessed increases over the period of time considered. Pre-School and JHS have recorded significant increases from 3706 pupils in 2009/2010 to 4748 pupils in 2012/2013. However, the Primary level has rather seen a decrease within the period. For the 2009/2010 academic year, the total enrolment was 12,491 which dropped to 11,945. It is also important to note that the enrolment for girls is higher than boys at the Pre-School but the opposite is the case in Primary and JHS (Wa East District Education Directorate Annual Report, 2014). This means that the



enrolment of girls decreases as they progress in education. The overall increment in enrolment could be due to interventions like community sensitization on the importance of education, provision of infrastructure and the introduction of the school feeding programme (Wa East District Education Directorate Annual Report, 2014).

### 3.2.3 Teacher Availability in the District

The District currently has a teacher population of 575 and out of this, 54.1% of them are untrained thereby creating a huge gap of trained teacher requirement. The worse affected level is Kindergarten which has Pupil-Teacher Ratio (PTR) of 1:396 and this has serious negative effects on the educational foundation of our children.

However, the district has seen an improvement in the number of trained teachers within the period of 2009/2010 – 2012/2013 therefore reducing the PTR from 1:86 to 1:73 though it is still very high. In addition the JHS and primary levels seem better endowed with teachers in relation to the KGs which are woefully inadequate. In fact only 21% of the 56 teachers at the KG are trained. The major challenge therefore has to do with the adequacy and quality of these teachers (Wa East District Education Directorate Annual Report, 2014).

**Table 3.2: Teacher Situation**

Level	2009/2010				2010/2011				2011/2012				2012/2013			
	Male		Female		Male		Female		Male		Female		Male		Female	
	T	U	T	U	T	U	T	U	T	U	T	U	T	U	T	U
KG	12	21	3	38	12	11	5	30	13	10	8	27	3	8	9	36
PRIM	100	202	19	42	111	125	27	16	102	133	18	18	112	186	23	49



Level	2009/2010				2010/2011				2011/2012				2012/2013			
	Male		Female		Male		Female		Male		Female		Male		Female	
	T	U	T	U	T	U	T	U	T	U	T	U	T	U	T	U
JHS	76	82	4	22	76	55	6	4	86	38	4	5	106	29	11	3
TOT	188	305	26	102	199	199	38	58	201	181	38	58	221	223	43	88

Source: Wa East District Education Directorate, (2014)

Note: T- Trained, U- Untrained

### 3.2 Research Methodology

#### 3.2.1 Research design

The current study considered a cross-sectional design which is convenient for any research either with a large or small population. According to Johnson and Hall, (1988) cross-sectional designs involves using different groups of people who differ in the variable of interest but share other characteristics such as status, educational background and socioeconomic factors.

In every research, it is important to select the right research design that can lead the research to produce independent and valid results. Research design is the systematic processes that allows the researcher to understand which process to start. Inkoom (1999) posited that a research design can be described as the logical sequence that connects the empirical data to the study's initial research questions and ultimately to its conclusions. The main objective of the research design is to ensure that evidence collected addresses the initial research questions and make appropriate inferences. The study adopted a cross-sectional survey approach as it is regarded as the efficient way of gathering data to help address a particular research problem because in a survey design in research, a list of questions aimed



at extracting specific data from a study sample. Brown (1996) observed that the adoption of a cross-sectional survey approach ensures that collection of large amounts of data is quick and cheaper. It also makes the generalization of findings to the whole population possible and further allows quick and easy comparison of data and assessment of relationships of the variables involved.

Researchers, at least of the social background, have long agreed that qualitative data can enhance quantitative data and also lead to a better understanding of the strengths of a given program (Plewis and Mason, 2005). As observed by Neuman (2000), the two different techniques have complementary strengths and a study that employs both is comprehensive and hence, the shortcomings of one method are complimented by the positives of the other method. With this, the study would employ both qualitative and quantitative methods to achieve consistency and validity of the research results (Alasuutari, 2010).

Mixed method in research is considered as a third major option or approach in data analysis (Onwuegbuzie et al. 2010) and as such the study will capitalize on the relative strengths of the different techniques and combined them effectively to enhance the research process. Since all research methods have cost and benefits and they also differ greatly in their particular cost and benefits, it is appropriate to use the best combination of methods as the contexts and goals of the study anticipates (Bryman, 1984; Bryman, 2004; Bryman, 2006; Bryman *et al.*, 2008).



### **3.2.2 Sources of Data**

Both primary and secondary data sources were contacted in the conduct of the research. The rationale for this was to enable the research provide adequate discussion for the readers that will help them understand more about the issues.

#### **3.2.2.1 Primary Data Sources**

These are the various sources through which the study gathered primary information from community members. Primary data in this regard refers to the data that were collected from the field for the first time. Various tools and techniques were employed which included questionnaires, Key Informant Interviews and Focus Group Discussions.

#### **3.2.2.2 Secondary Data Sources**

A desk study approach was adopted to review the extensive literature on teacher motivation and the performance of student. The review of secondary data provided comprehensive discussions of the various concepts behind or supporting teacher-student relationship. Like to many other studies, secondary data was very important to the discussions and understanding of issues related to teacher motivation and students' performance. As an advantage, secondary sources are relatively cheap and were easily to accessible by the study (Onwuegbuzie and Leech, 2005).

The secondary data provided the various definitions explanation on the various concepts and terms as well as the arugment advanced by different scholars on the topic. The secondary data has been use to provide the literature in the previous chapter. The secondary data was obtained from scholarly Articles and Journals



Publication, Conference papers and reports and other relevant published documents from authorities.

### **3.3. Sampling Techniques**

According to Neuman (1997), sampling is a process of systematically selecting cases or respondents for a research. Basically the study adopted non-probability sampling techniques. This is necessary because of the differences in the characteristics of the target population. In fact, the non-probability sampling technique enabled the study to target those elements of the study population of particular relevance to the study.

#### **3.3.1 Purposive Sampling Strategy**

Purposive sampling is mostly use to select particular sample participants from the selected population. These participants are often believed to have knowledge on the topic. This technique is employed to purposively select the institutional respondents which included circuit supervisors and head teachers and classroom teachers from the selected schools. The researcher visited the district education office and collected the contact details of the circuit supervisors. The research also visited the selected schools to contact the head teachers and teachers for subsequent collection of the data.

#### **3.3.2 Convenient Random Sampling**

The remaining units of analysis (parents/guardians and students) were conveniently selected. In this case, the research visited the schools and with the help of the teachers, selected students who were willing to provide information on the topic under consideration. These students further provided the contact details



of the parents which were used by the research to contact them. Some students even led the researcher to their parents or guardians.

### 3.3.2.3 Sampling of Circuits and Schools

The Wa East District has nine circuits and out of the nine circuits the student chose seven circuits namely Finsi, Kundugu, Bulenga, Baayiri, Duccie, Logu, and Goripie circuits using purposive sampling technique. They are purposively chosen because of their ability to produce good performance in the Basic Education Certificate Examination for a consistent period of four years (2009-2015). The two circuits that are not selected have not been able to produce either any of the Best Performing or Worse Performing schools in the District within the period the study was conducted.

After selecting the seven circuits, two JHSs are also purposively selected from each circuit. That is, one best performing school and one worse performing school in each of the selected circuit. Through this process the study was able to come with 14 Junior High Schools from seven circuits as shown in Table 3.4 below.

**Table 3.3: Composition of schools**

Name of Circuit	Name/Status of School (2012-2015)	
	Best Performing Sch.	Worse Performing Sch.
<b>Finsi</b>	Tinniabe D/A JHS	Duu D/A JHS
<b>Kundugu</b>	Yaala D/A JHS	Kunyening R/C JHS
<b>Duccie</b>	Duccie D/A JHS	Gurumbelle R/C JHS
<b>Baayiri</b>	Guonuo D/A JHS	Gudaayiri D/A JHS





<b>Loggu</b>	Baayiri R/C JHS	Bonaa D/A JHS
<b>Bulenga</b>	ST Augustine JHS	Bulenga D/A JHS
<b>Goripie</b>	T.I Ahmadiyya JHS	Goripie E/A JHS
<b>Total</b>	<b>7</b>	<b>7</b>

The aforementioned best performing schools are selected because they have been consistent in their performance for the period under consideration (2009-2015). Similarly, the selected worse performing schools have been selected because they have consistently been performing poorly for the same period.

#### 3.3.2.4 Sampling of Respondents

To Pilot and Hungler (1987), the population for a research is the totality of individuals or objects upon which a social inquiry is relevant. The population of the study is categorized into two namely institutional respondents and non-institutional respondents.

The institutional respondents comprised of teachers and officials of the Ghana Education Service (GES)/circuit supervisors whereas the non-institutional respondents comprised of parents and guardians and the pupils of the selected schools.

##### a. Selection of the Institutional Respondents

As at 2015, the Wa East District has 9 circuit supervisors out of which 7 were considered for the study and a total teacher population of about 575. This provided a sample frame of 582 for the institutional respondents. The sample size for the institutional respondents is obtainable through the formula  $n = \frac{N}{1 + Ne^2}$



where “N” is the Sample frame and “e” the significance level or sampling error.

At 10 percent significance level or 90 percent confidence level;

n=?

N=582, e=0.10

$n = 582 / [1 + 582(0.10)^2]$

n=100, thus a sample size 100 for the institutional respondents.

### 3.3.2.5 Distribution of Institutional Respondents

The sample size of 100 was distributed among the various institutions selected for the study as shown in Table 3.9 below.

**Table 3.4 Distribution of Institutional Respondents**

Category of Respondents	Number of Institutions	Quota of sample	Sample Size
Circuit Supervisors	7 Circuits	1 for each selected Circuits	7
Head Teachers	14 schools	1 respondent X 14 school	14
Classroom Teachers	14 schools	5 respondent from each of the 14 schools	70
		<b>TOTAL</b>	<b>91</b>

However, out of the 91 institutional respondents, the study was able to obtain responses from 56 institutional respondents. The study was able to collect data



from 7 circuit supervisors, 14 head teachers and 35 classroom teachers which was used for the analysis.

***b. Non institutional Respondents (Parents/Guardians/Pupils)***

As stated earlier, the non-institutional respondents included both parents and the pupils. As at 2015, the District student population for the JHS alone was estimated at 3,439 pupils. On the part of the parents/guardians, it was assumed that every student has a parent or a guardian, hence 3,439 parents. Summation of the pupils’ population and the households yielded a sample frame of 6,878 for the non-institutional respondents. Therefore, the sample size for the institutional respondents is obtainable through the formula  $n=N/[1+Ne^2]$  where “N” is the Sample frame and “e” the significance level or sampling error.

Also at 10 percent significance level or 90 percent confidence level;

$$n=?$$

$$N=6,878 \quad e=0.10$$

$$n= 6,878/[1+6,878\{0.10\}^2]$$

n=98.56, thus a sample size of 98 non-institutional respondents

**Table 3.5: Distribution of Institutional Respondents**

<b>Category of Respondents</b>	<b>Quota Distribution</b>	<b>Sample Size</b>
Parents (Household heads)	50%	<b>49</b>
Students	50%	<b>49</b>
<b>Total</b>	<b>100%</b>	<b>98</b>



Out of the 98 non-institutional respondents, the study was able to obtain responses from 77 respondents. That is 37 parents as respondents and 40 pupils from the selected schools in the District.

In essence, the study obtained its data from 133 respondents (56 institutional respondents and 77 non-institutional respondents).

### **3.4 Data Collection Procedure**

It has been recognized that data collection methods and analysis techniques are not linked to paradigms. Researchers who are sympathetic to different theoretical positions may combine the use of data collection methods that are associated with either qualitative or quantitative research such as open ended and unstructured interviewing and structured questionnaires respectively to help answer their questions. The point of departure lies in the use of techniques and more importantly how the results are analyzed (Sandelowski, 2000).

#### **a. The use of Research Questionnaires**

A questionnaire is framework of questions designed by a researcher which can be administered by the respondent. Questionnaires were the major tool used for collecting data for the study. Two sets of questionnaires were designed and administered, thus one for some of the institutional respondents and the other one for the students and their parents. These questionnaires ensured that the data needed was collected in a more structured manner. The questionnaire will capture the demographic characteristics of the respondents, teacher motivational factors and the factors influencing the performance of pupils in the Wa East District.



While there were some few open ended questions that required respondents to give their opinions unhindered, majority of the questions were close-ended. This limited the respondents to particular responses in order to enable the researcher gather the necessary data for analysis.

#### **b. Conduct of Key Informant Interviews**

The student also conducted key informant interviews in some of the selected schools. For the interviews, the study identified and interviewed key relevant persons (Assemblymen, Circuit Supervisors and P.T.A Chairmen) in some of the selected communities. These individuals were considered to be key informants because the study believed that they were vested with issues concerning education in the District. The key informants' were contacted on individual basis. A key informant interview guide was used to facilitate the interaction. It had ten (10) questions which were answered by the interviewees. Through this, the study was able to obtain information on the contributions of Parent-Teacher Association and School Management Committee in motivating teachers in the District.

#### **c. Organization of Focus Group Discussions**

The research also made use of focus group discussions in collecting data. As indicated by Twumasi, (2003), Focus Group Discussion is a method of data collection and information gathering in which a group of 6 to 10 people who appear to be knowledgeable about a topic are brought together to engage them in a guided discussion. The focus group discussion usually has a moderator or a facilitator who will guide, lead and direct the tempo and pace of the discussion. As a relevant tool, the study employed FGD to engage students in a discussion on



the subject matter. The group size was limited to 6 students in each of the selected schools. This was meant to ensure effective participation and discussion on the issue under consideration. Through this method, the study was able collect data on the factors influencing students' performance in their various schools.

### **3.5 Data Management and Analysis**

This study optimized the benefits of mixed method analysis, by implementing crossover analysis which, according to Onwuegbezie *et al.* (2010), is the highest form of mixed data analysis techniques. A combination of qualitative and quantitative methods were be used to analyze the data collected from the field. As a study dealing with numbers in terms of sample size, descriptive statistics is relevant. In any human endeavor, statistical figures are not entirely reliable as they may not necessary reflect the real situation on the ground, thus the need for descriptive statistics. The aim is to extract maximum meaning from the data sets by gestalt switches between approaches of analysis (Onwuegbuzie *et al.*, 2010).

The qualitative data obtained through in-depth interviews were captured using field note books and dairy and were transcribed, categorized, collated and processed into narrations, quotation.

The quantitative data collected using the questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) version 19.0. Descriptive statistics was used and the result was presented by use of frequency distributions in form of percentage for interpretation.



### **3.6 Validity of the Research Instruments**

The Validity of research instruments is critical in any research work. As observed by Leedy (1980), Validity is the degree to which a research instrument measures what it is supposed to measure. Essentially, Validity is concerned with evaluating the accuracy and the effectiveness of the instruments or techniques employed for a particular research. This study ensured that its tools and techniques were valid. To ensure this, the study pre-tested its questionnaire and interview guides. This was done in order to assess the suitability of the instruments in measuring the dependent and independent variables.

### **3.7 Reliability of Instruments**

Like validity, the reliability of the research instruments employed must be guaranteed by the research. According to Nachmias and Nachmias (1981), reliability basically indicates the extent to which a measure contains variable errors and these errors have to differ from observation and that vary from time to time for a given unit of analysis measured twice or more by the same instrument. Similarly, Abrahamson (1981) argued that reliability is the consistency of the information, the extent to which the same information is supplied when a measurement is performed more than once. This study ensured consistency and accuracy of its instruments and techniques during data collection. Again, it pretested the instruments to establish the extent to which they could consistently measure what they were designed to measure. The aspects that were ambiguous were revised in line with the results of the pretest.



From the above, the study can confidently say that its findings are valid and reliable and can be used for any purpose.

### **3.8 Ethical Consideration**

It is important that every researcher ensure that the research work produced has observed the necessary ethical considerations (APA Ethics Code 2002). Like any other research, the study considered the following ethical issues in the conduct of its activities.

#### **1. Plagiarism**

This study considers the issue of Plagiarism as a serious matter, hence did not present portions or whole of another's work or data as its own. Any one's work or data being used is/are duly cited accordance with the APA style as recommended by UDS.

#### **2. Informed Consent**

The study also considered the ethic of inform consent. For this, the study informed every respondent about the purpose of the research. It further informed the respondents about their right to decline to participate in the study. In the process, the study also drew the attention of respondents to the fact that they can withdraw from the research upon starting. If any, respondents were told the probable consequences of declining or withdrawing and any prospective research benefits.

#### **3. Reporting of Findings**

The study presented its findings in plain and simple language form for the understanding of every reader. It did not fabricate any data and in accordance with





research ethics, it tried as much as possible to avoid false and deceptive declarations and proclamations. Tremendous efforts were made to discover all significant errors in the data analyses and reasonable steps taken to correct minor errors in the work.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the data analysis of the study. It basically centers on the analysis of the data gathered from the field as well as discussion of the findings in relation to existing literature on the subject matter. To achieve this, the study adopts qualitative techniques with the help of descriptive statistics to analyze its data. Also, a Likert Scale based on a four-point scale is used to clearly depict the findings of the study for easy understanding and interpretation. The chapter is further divided into various sub-headings as demographic characteristics of respondents, factors motivating the classroom teacher in the Wa East District, factors influencing the performance of pupils' in BECE in Wa East District and the relationship that exist between a motivated teacher and the performance of students in the district.

#### 4.1 Demographic Characteristics of Respondents

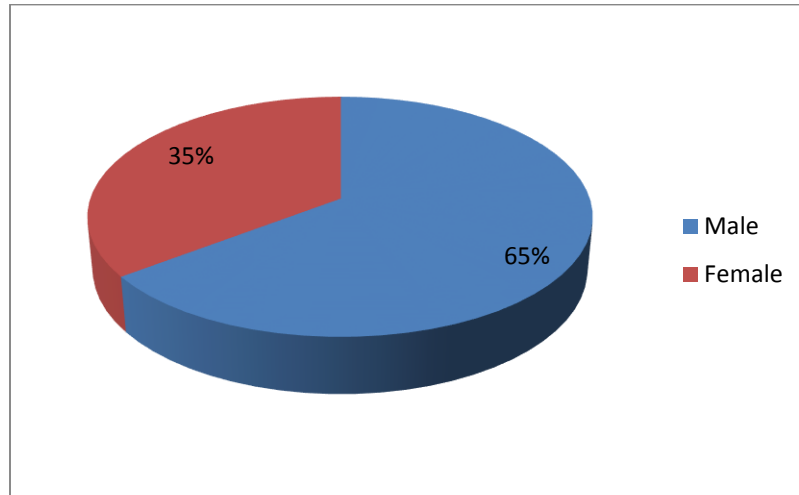
The demographic characteristics depict data on the sex, age, educational background of the respondents and the capacity (Teacher/Circuit Supervisor/P.T.A/SMC/Student) upon which the individual is responding to the questions. This is intended to obtain diverse opinions on the subject matter and influence of these characteristics on the understanding on teacher motivational factors and the performance of students in the Wa East District.



#### 4.1.1 Sex of Respondents

The sex of the respondents was considered by study. This was to help the study obtain the different opinion of the gender groups on the subject matter in the district.

**Figure 4.1: Sex of Respondents**



Source: Field Survey, 2016

Figure 4.1 shows Out of the 133 respondents that were contacted, 65% were males whereas the remaining 35% constitute females. Naturally, the population of the district is made up of about 51% of males and 49% of females. This revelation to some extent confirm the disparity in enrolment figure for boys and girls. For the 2014/2015 academic year, the total enrolment figure for boys at all level of the basic school was about 10,417 whereas that the enrolment figure for girls stood at 9,841. In terms of percentage, the boys' enrolment represent about 51.42% of the total enrolment whiles the girls represents 48.58%. This reflected the gender inequality shown by the responses. However, it is important to indicate that the gender biasness does not have any influence on the findings of the study.



#### 4.1.2 Age of Respondents

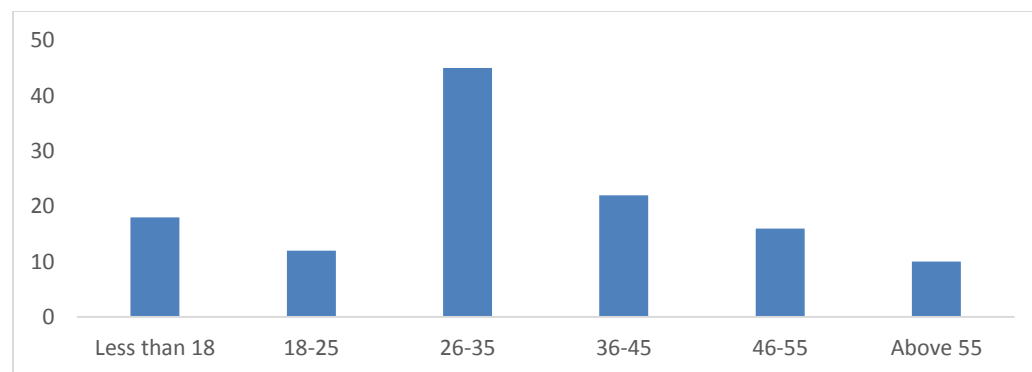
The Age of the respondents was also considered by study. This helped the study obtain the different opinion of the age groups on the subject matter in the district.

**Table 4.1 Age of Respondents**

Age	Frequency	Percent
Less than 18 year	28	21%
18-25	12	9%
26-35	45	34%
36-45	22	16.5%
46-55	16	12%
Above 55	10	7.5%
<b>Total</b>	<b>133</b>	<b>100</b>

Source: Field Survey, 2016

**Figure 4.2: Graphical presentation of Age of Respondents**



From Table 4.1 and figure 4.2, the study revealed that the age of respondents fall between 18 years to 50 years and above.



Majority of the respondents constituting 34% fell within the age groups between 26-35 years, 17% also fell within the age group 36-45 years, and 12% of them are between the ages of 46-55 whereas 9% and 21% are between the age group of 18-25 years and less than 18 years respectively. An insignificant percentage of 8 are above 55 years. The 21% of the respondents who are less than 18 years are students at the various schools and 79% of them are teachers, parents, circuit supervisors and educationalists in the district. The study contacted these individuals because they are capable of providing the necessary information needed, such as teacher motivational factors, student performance and parent contribution to the development of their children.

#### 4.1.3 Educational Background of Respondents

The level of education plays a critical role on the understanding of educational issues by respondents. Evidence showed that respondents of the study have achieved various levels of education.

**Table 4.2: Educational Background of Respondents**

Level	Frequency	Percent
Basic school	28	21%
Secondary School	25	19%
Graduate		
College/University	55	41%
No Formal Education	25	19%
<b>Total</b>	<b>133</b>	<b>100%</b>



Source: Field Survey, 2016

From Table 4.2, 41% of the respondents constituting the majority had obtained diploma or bachelor qualification at the college or university. 21% of the respondents are students and are within the basic schools where the study has been conducted whereas 19% of them are secondary school graduates and it is important to indicate that majority of these individuals are the untrained teachers instructing students in the district. The remaining 19% of the respondents had no formal education at all of which most of them are parents of the students in the selected communities.

#### **4.2 Teacher Motivational Factors**

It has been widely argued that motivation plays a central role in the accomplishment of any human task or endeavor in many organizations and institutions; the teaching-learning process is no exemption (Obameata, 1995; Akinbote, Oduolowu & Lawal 2001; Sunday and Eunice, 2011). Consequently, educational psychologists, policy makers and scholars have tried over the past decade to identify the various factors that can motivate the teacher for better performance in educational institutions. To support this course, the current study tries to determine the various factors motivating basic school teachers in the Wa East District.

##### **4.2.1 Years of Working Experience of Teachers**

The number of years that teachers have been teaching in the Wa East District was taken in consideration.



A total of 56 teachers from seven Best Performing Schools (BPS) and seven Worse Performing Schools (WPS) from seven selected circuits namely Funsu, Kundugu, Duccie, Baayiri, Loggu, Buleng and Gorpie Circuits all in the district provided responses for the item. The results are shown in Tables 4.3 below.

**Table 4.3: Years of working Experience**

Years	Category of School				Total Percent	Rank
	Best Performing Schools		Worse Performing Schools			
	Freq.	Percent	Freq.	Percent		
Less than a year	6	11%	8	14%	25%	2 <sup>nd</sup>
1-5	12	21%	14	25%	46%	1 <sup>st</sup>
6-10	8	14%	6	11%	25%	2 <sup>nd</sup>
Above 10	2	4%	0	0%	4%	3 <sup>rd</sup>
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>100%</b>	

Source: Field Survey, 2016

As shown in Table 4.3, 11% and 4% of the teachers contacted reported that they have less than a year of teaching experience and above 10 years of teaching experience respectively in the Best Performing Schools (BPSs). Also, 21% and 14% indicated that they have teaching experience of 1 to 5 years and between 6 and 10 years in the BPSs. On the other hand, 14% and 0% of the teachers in the



Worse Performing Schools (WPSs) have less than a year of teaching experience and above 10 years of teaching experience respectively whereas 25% and 11% revealed that they have teaching experience between 1 to 5 years and between 6 and 10 years respectively.

On a whole, 25% of teachers in both the BPSs and WPSs have less than a year of teaching experience, 46% have between 1 to 5 years of teaching experience and 25% have between 6 to 10 years of teaching experience. An insignificant 4% have teaching experience above 10 years. The above results further show that BPSs (39%) have more experience teachers than WPSs (36%) in the District.

Generally, most of the teachers in the District have gained some level of experience in the teaching profession as they have worked over a year. This was evident as the years of working experience, 1-5years was the first (1<sup>st</sup>) ranked. This was followed (2<sup>nd</sup>) by those who have worked between 6 to 10 years and less than 1 year whereas the least ranked was those having working experience over 10 years. This implies that few of the teachers in the District has worked there for over 10 years. If majority of the teachers were to work the District for quite a long time (over 10 years), they could have better understanding of the factors affecting the educational sector in the District.

**Table 4.4 Linkage between Working Experience and Motivation**

Years of working Experience	Motivation	
	More Motivated	Less Motivated
Less than a year	13% (7)	16% (9)
1-5	32% (18)	14% (8)





6-10	<b>14% (8)</b>	<b>4% (2)</b>
Above 10	<b>7% (4)</b>	<b>0% (0)</b>

Source: Field Survey, 2016

**\*Note:** Actual numbers of responses are in brackets

As revealed in Table 4.4 shown above, teachers with less than a year of working experience are less motivated to do their job as 16% of them are ‘less motivated’ and 13% of them are ‘more motivated’. Also, 32% 14% and 7% of teachers with working experience of 1-5 year, 6-10 and above 10 years are ‘more motivated’ as compared to the 14%, 4% and 0% of them to the working experience of 1-5 years, 6-10 and above 10 years who are ‘less motivated’ respectively.

From the above (table 4.2.1), teachers in the selected Best Performing Schools in the Wa East District are more experienced than those in Worse Performing Schools in the District. Also, teachers with more years of experience in the district are more motivated to carry out their duties than those with less years of working experience as revealed in table 4.4. Therefore, teachers with more working experience in Best Performing Schools are much motivated to do what is expected of them than those with less working experience mostly found in the Worse Performing Schools in the District as they are less motivated.

This falls in line with what has been revealed in literature by various scholars (Hannun, 2005; Ingersoll, 2001). Literature had it that teacher-working experience is concomitant with the motivation of that teacher. Sargent and Hannun (2005) and Ingersoll (2001) observed that young teachers have been found to be less motivated in the job than other professions. Their work explained that younger



teachers have higher desire for achievement as compared to older teachers, hence always compare themselves to their colleagues in other professions whose conditions of service are considered to be better than theirs. With this, most young teachers wished they were also treated better like their contemporaries. On the other hand, older teachers with longer years of experience in the teaching field are more motivated as they approach retirement.

This is also in covenant with Schuctz and Schultz (1986) argument as they observed that experience on the job usually brought greater competence, confidence, self-esteem and high levels of responsibilities among workers. Examining job satisfaction in relation to the number of years administrators had served in their current position, Goodwin (2004) also realized significant statistical differences. With each of the classifications of job motivation, the administrators with ten to twenty six years in their present position expressed a higher level of motivation than the administrators with seven to nine years of experience in their present position. As he noted, job motivation increases with duration spent in the present or current position.

#### **4.2.2 Qualifications of Teachers in the Wa East District**

The qualification of teachers in the Wa East District was one element of interest to the study. The 56 teachers from the seven selected Best Performing Schools (BPS) and seven Worse Performing Schools (WPS) from the seven selected circuits (Fungsi, Kundugu, Duccie, Baayiri, Loggu, Bulenga and Gorie Circuits) were also included to provide responses and the results are indicated in Table 4.5 below.



**Table 4.5: Teacher’s Qualifications**

Qualification	Category of School				Total	Rank
	Best Performing School		Worse Performing School			
	Frequency	Percentage	Frequency	Percentage		
SSCE/WASSCE (Untrained)	7	13%	11	20%	18	1 <sup>st</sup>
Cert. ‘A’ (Trained)	8	14%	9	16%	17	2 <sup>nd</sup>
Diploma (Trained)	10	18%	6	10%	16	3 <sup>rd</sup>
Degree/Postgraduate (Trained)	3	5%	2	4%	5	4 <sup>th</sup>
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>56</b>	

Source: Field Survey, 2016

In table 4.2.2.1 shown above, 13% of the teachers contacted from the selected Best Performing Schools (BPSs) were untrained whereas the selected Worse Performing Schools had 20% of their teachers untrained. This shows that WPSs in the district have more untrained teachers than the BPSs. Also, the BPSs had 14% of their teachers been Cert. ‘A’ teachers whereas the WPSs had 16% of their teachers been Cert. ‘A’. This clearly show that the Worse Performing Schools have more Cert. A teachers than the Best Performing Schools in the District. On a similar vein, the BPSs have 18% of their teachers being Diploma holders and the



WPSs have 10% of their teachers been diploma holders. Furthermore, 5% and 4% of teachers from the BPSs and WPSs are trained graduate teachers respectively. On a whole, 37% of teachers in the BPSs are trained and only 13% are not trained as teachers, but do teaching in the selected schools.

In the WPSs, 30% of the teachers were trained whereas a significant percentage of twenty (20%) were untrained and usually considered as pupils' teachers. The above results further show that the Wa East District has a substantial number of its teachers being untrained. That is about 33% of the teachers being contacted and as revealed by the respondents; this has affected their teaching abilities.

From the ranking of the qualification, the results showed that the untrained teachers with WASSCE/SSSS qualification dominated the teaching profession in the district followed by the Cert A. holders who are trained as they were the second ranked. This implies that pupils' in the Wa East District are mostly taught by untrained teachers which could be a contributory factor to the poor performance of these pupils at the BECE.



**Table 4.6: Linkage between Teacher's Qualification and Motivation**

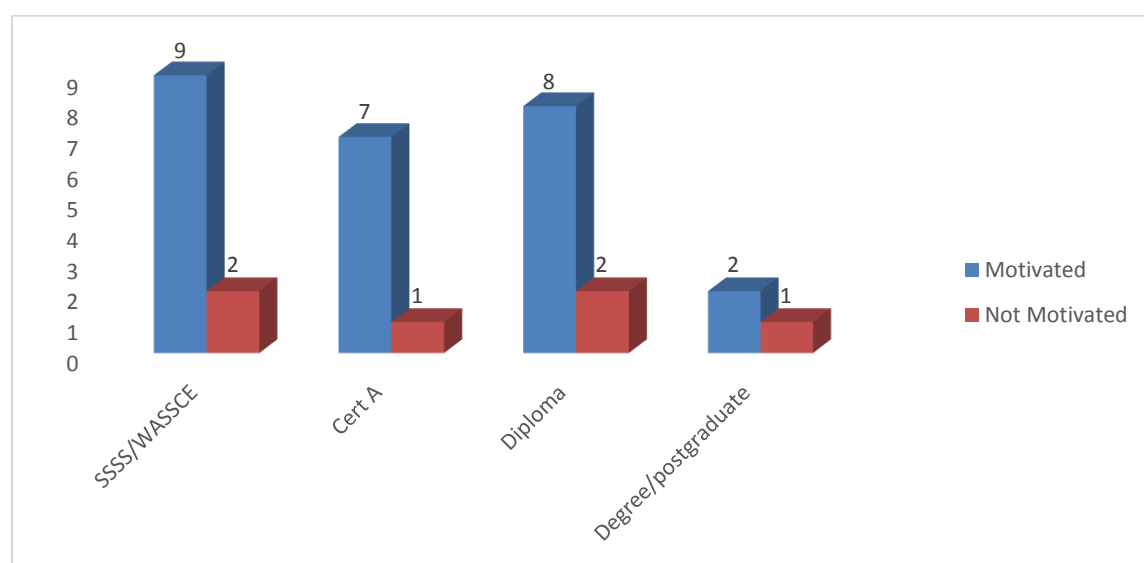
Qualification	Motivation			
	BPSs		WPSs	
	More Motivated	Less Motivated	More Motivated	Less Motivated
SSCE/WASSCE (Untrained)	9% (5)	4%(2)	14% (8)	5%(3)
Cert. 'A' (Trained)	13% (7)	2%(1)	13% (7)	4%(2)

Diploma (Trained)	14% (8)	4%(2)	7% (4)	4%(2)
Degree/Postgraduate (Trained)	4% (2)	2%(1)	4% (2)	(0)

Source: Field Survey, 2016

\***Note:** Actual numbers of responses are in brackets

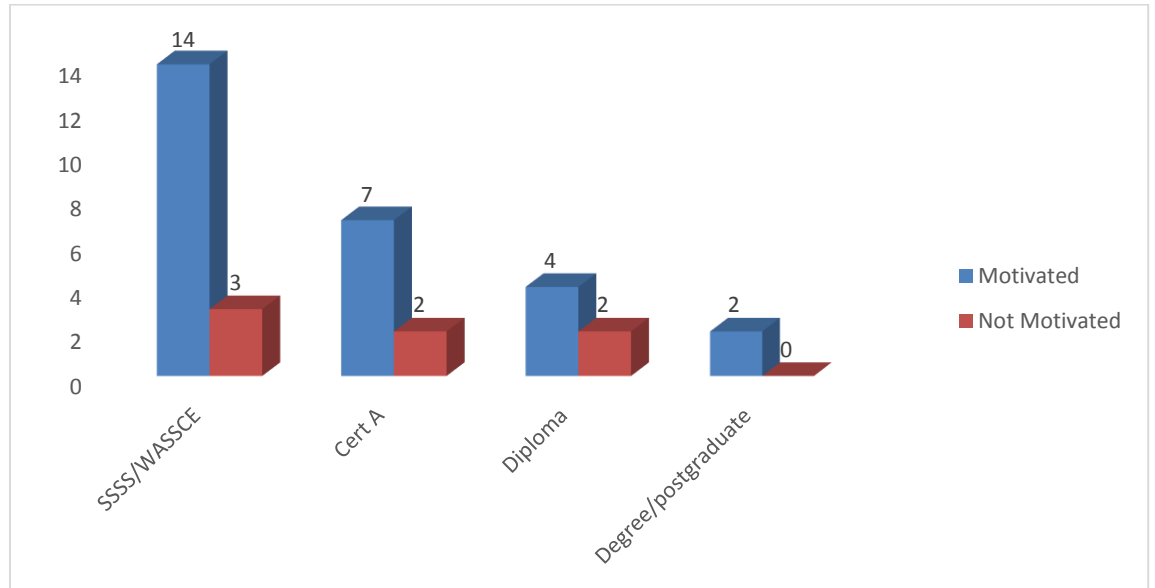
**Figure 4.3: Teacher’s Qualification and Motivation for Best Performing Schools**



Source: Field Survey, 2016



**Figure 4.4: Teacher’s Qualification and Motivation for WPSs**



Source: Field Survey, 2016

Generally from figure 4.3 and 4.6, majority of the teachers in the Wa East District are less motivated to do their job irrespective of the qualification of the person.

From the descriptive analysis and presentation of the data, the results showed that majority of the teachers in both the BPSs and WPSs were all less motivated though few of them are motivated to teach.

However, further analysis as indicated in table 4.6 above, revealed that teachers in WPSs with SSCE/WASSCE certificates and are mostly untrained are more motivated to teach as 14% of them are more motivated and only 5% are less motivated to teach. Also, only 9% of their colleagues in BPSs are more motivated to teach and 4% are less motivated to teach. The untrained teachers in both the BPSs and WPSs are somehow motivated to teach because they have low qualification. They consider this an opportunity and hence do all their best to teach the pupils. Majority of Cert ‘A’ holders represent 13% in both BPSs and



WPSs are more motivated to teach whereas 2% in BPSs and 4% in WPSs are less motivated to teach.

The 4% of teachers in WPSs revealed that though their qualification requires them to teach, they are not enjoying the job and this has affected their input in the classroom. Teachers who are Diploma holders in the Wa East District are also more motivated to teach as the result revealed that 14% and 7% of teachers in BPSs and WPSs respectively are more motivated. Just 4% of the teachers in both BPSs and WPSs with Diploma were less motivated. Graduate teachers were also more motivated as 8% of them from both BPSs and WPSs were more motivated and only 2% of them from BPSs were less motivated. From the above, it is clear that qualified teachers (Trained Teachers with Cert 'A' or Diploma) in the Best Performing Schools are motivated to teach than their counterparts in the Worse Performing Schools.

This revelation agrees with the various argument expressed in literature. Ngiri (2013) in his study "*Influence of Teachers' Institutional Motivation on Pupil's Performance at Kenya Certificate of Primary Education in Public Schools, Ndoileli Division Kenya*" observed that majority of teachers with a high qualification and teaching experience in schools is highly motivated. He further argued that higher qualifications and teaching experience are major factors making pupils to perform well at the KCPE. He believed that the pupils should be getting high marks because they are taught by teachers who have high qualification and experience in the work of teaching.



### 4.2.3 Availability of adequate Teaching Materials to Teachers

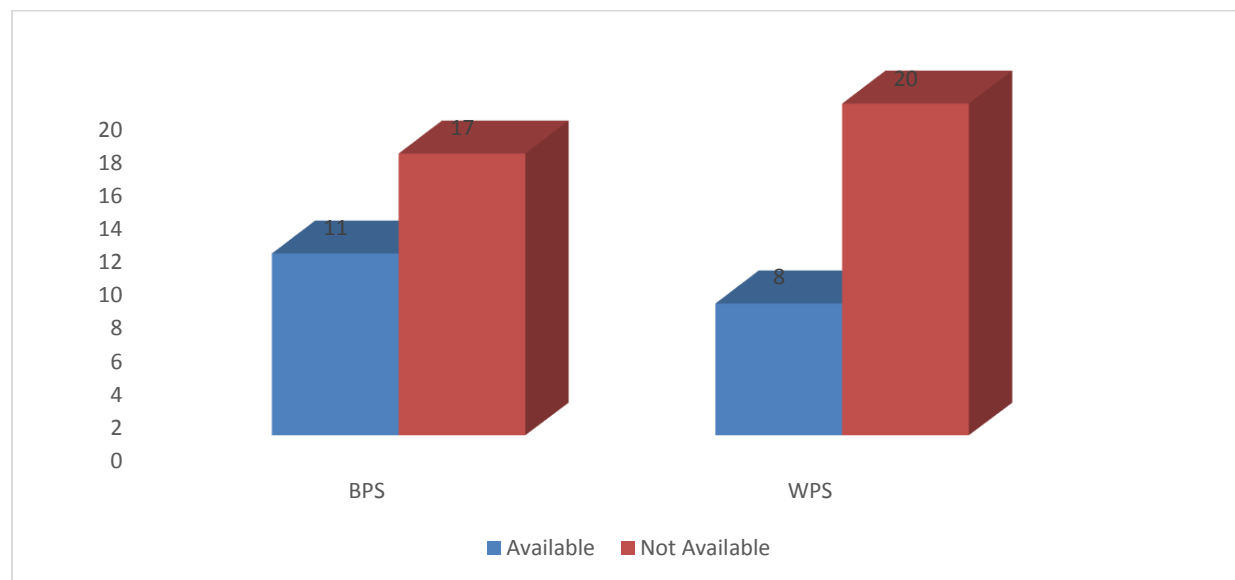
The study considered the availability of teaching material to teachers as a factor that motivates teachers to put in their best in the classroom. The responses from a total of 56 teachers from the selected circuits are shown in table 4.7 below.

**Table 4.7 Availability of Adequate Teaching Materials**

Availability	Category of School					
	Best Performing Schools		Worse Performing School		Total Freq.	Total Percent
	Freq.	Percent	Freq.	Percent		
Available	11	20%	8	14%	19	34%
Not Available	17	30%	20	36%	37	66%
<b>Available</b>						
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>56</b>	<b>100%</b>

Source: Field Survey, 2016

**Figure 4.4 Availability/Adequacy Teaching Materials**





Source: Field Survey, 2016

As shown in Table 4.2.3.1 above, in the Best Performing schools, 20% of the teachers reported that teaching materials were available whereas 30% reported that teaching materials were not. On the other hand, 14% of teachers from the selected Worse Performing Schools revealed that teaching materials were available and 36% of the teachers were of the view that teaching materials are not available in the school. On a whole, a total of 66% of the teachers from both the BPSs and WPSs contacted attested to the fact that teaching material are not available to the schools in the district and as a result often demotivate them to teach the pupils.

They are usually forced to buy or look for their own teaching materials. The remaining 34% of the teachers mostly from the BPSs however agreed that teaching materials are available to the teachers though some subjects lack the required text books for teaching. The results further show that the BPSs have more teaching materials than the WPSs as revealed in table 4.2.3.1.

Consequently, teachers in BPSs are more motivated to teach due to the availability of teaching materials, but their counterparts are less motivated to teach due to the lack or inadequate availability of teaching materials to them. A further presentation of the data in figure 4.2.3.1 revealed that the District in general lack teaching materials in the various schools though the Best Performing Schools have more teaching materials than the Worse Performing Schools. This revelation confirms the findings of a study conducted by Kafui (2005).



Kafui (2005) in a study “*Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana*” observed that high-achieving schools have more teaching-learning materials than the Shama sub-metro schools since the high-achieving schools have more textbooks to use than the Shama sub-metro schools. With this, Kafui (2005) concluded that since there were less TLMs in the Shama sub-metro schools, it is difficult for teachers to teach well and for the pupils to understand the lessons, hence led to lower performance in Shama sub-metro. Consequently one can conclude that the lack of suitable teaching materials reduce the effectiveness of teaching in many schools including those in the Wa East District.

#### **4.2.4 Salary/Monetary Rewards for teachers**

In the public sector, pay relativities are very crucial to the performance of the employees. In many instances, teachers are quick to argue that their salaries or rewards are lower as compared to certain equivalent occupations in the same public sector. For instance, teachers believed that their colleagues in the nursing profession receive better pay and rewards than them and they are always motivated to do their job. A total of 56 teachers from selected both Best Performing Schools and Worse Performing Schools provided responses with regard to teacher’s salary and the motivation to teach pupils in basic schools in the Wa East District.



**Table 4.8 Salary/Monetary Rewards for teachers**

Response	Category of School				Total Frequency	Total Percent	Rank
	Best Performing Schools		Worse Performing School				
	Freq.	Percent	Freq.	Percent			
<b>Very Satisfied</b>	7	13%	4	7%	11	20%	3 <sup>rd</sup>
<b>Satisfied</b>	9	16%	11	20%	20	36%	2 <sup>nd</sup>
<b>Not Satisfied</b>	12	21%	13	23%	35	44%	1 <sup>st</sup>
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28%</b>	<b>50%</b>	<b>56</b>	<b>100%</b>	

Source: Field Survey, 2016

From Table 4.2.4.1 above, 13% of teachers in the Best Performing schools were very satisfied with their basic salary, 16% of the teachers reported that they were satisfied whereas 21% of them were not satisfied. On the other hand, only 7% of the teachers contacted from the selected Worse Performing Schools revealed that they were very satisfied with their basic salary, 20% of them were satisfied and majority of them constituting 23% indicated that they were not satisfied with their salary. In essence, majority of the teachers contacted from both BPSs and WPSs representing 44% are not satisfied with their salary though most of them are from the WPSs.



Also, 36% of the teachers from both the BPSs and WPSs attested to the fact that they are just satisfied with their salary and the remaining 20% of them are very satisfied with their salary. Essentially, the data presented showed that “Not Satisfied” as attested by teachers from both BPSs and WPSs was the most ranked. This clearly showed that most teachers in the District were not satisfied with the salary paid to teachers. Also, “very satisfied” was the least ranked which goes to confirm the attestation by the other respondents.

**Table 4.9: Linkage between Teacher’s Salary/Reward and Motivation**

Qualification	Motivation			
	BPSs		WPSs	
	More Motivated	Less Motivated	More Motivated	Less Motivated
Very Satisfied	10% (5)	2%(2)	14% (8)	5%(3)
Satisfied	13% (7)	2%(2)	13% (7)	4%(2)
Not Satisfied	14% (10)	4%(2)	7% (4)	4%(2)

Source: Field Survey, 2016

As indicated in Table 4.2.2.2 above, teachers in the WPSs who were very satisfied with their salary/reward are more motivated than the teachers in the BPSs who were very satisfied with their salary. From the WPSs, 14% of the teachers who are very satisfied with their salaries are more motivated and only 5% of the very satisfied teachers were less motivated. Also from the WPSs, 13% of the teachers who were satisfied were more motivated, 4% were less motivated whereas 7% of the teachers from the WPSs who were not satisfied with their salaries are however



motivated and 4% of them are less motivated. Also from the BPSs, 10% of the teachers who were very satisfied were also more motivated whereas 2% were less motivated. Also, 13% of the teachers who were just satisfied were more motivated and 2% less motivated. Majority of the teachers constituting 14% though not satisfied where however motivated and only 4% of them were less or not motivated.

As noted by other researchers (Banjoko, 1996; Akintoye 2000; Sinclair, et al. 2005), the role money plays in motivating workers cannot be underestimated. It might not be enough for all of them, but those teachers in the Wa East District who are satisfied with their salary are more motivated to teach than those who are not satisfied with their salary.

Banjoko (1996) indicated that many managers use money to reward or punish workers. The motivational power of money through the twenty process of job choice has been demonstrated by Katz (Sinclair, et al. 2005). In their attempt to recognize the importance of money in motivating an employee, Sinclair, et al. (2005) argued that money has the power to attract, retain, and motivate individuals towards higher performance. To support their assertion, they opined that if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer. The responses from the study evidently support the assertion of these scholars on the subject matter.





#### 4.2.5 Training and Development of teachers

It is widely recognized that the training of staff plays a crucial role in motivating workers. Educational psychologists are of the opinion that the subject of low performance of teachers can be curtailed if overseers of schools integrate the notion of offering staff training and other personal development incentives to teachers with the view to motivating them.

This notion essentially influences the study to ascertain the role of training and development in motivating the teacher in basic schools in the Wa East District. The responses from the 56 teachers from the seven selected Best Performing Schools (BPS) and seven Worse Performing Schools (WPS) from the seven selected circuits (Fungsi, Kundugu, Duccie, Baayiri, Loggu, Bulenga and Gorpie Circuits) are presented in Table 4.2.5.1 below.

**Table 4.10: Training and Development of teachers**

Response	Category of School				Total Freq.	Total Percent	Rank
	Best Performing Schools		Worse Performing School				
	Freq.	Percent	Freq.	Perce			
Very Satisfied	6	11%	5	9%	11	20%	3 <sup>rd</sup>
Satisfied	8	14%	8	14%	16	28%	2 <sup>nd</sup>

<b>Not Satisfied</b>	14	25%	15	27%	29	<b>52%</b>	<b>1<sup>st</sup></b>
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>56</b>	<b>100%</b>	

Source: Field Survey, 2016

As shown in Table 4.2.2.1 above, 11% of the teachers contacted from the selected Best Performing Schools (BPSs) were very satisfied with the training and development they received whereas 9% of the teachers from the selected Worse Performing Schools were very satisfied with the training and development they received. In essence, a total of 20% of the respondents are very satisfied with the training and development they received.

Also, 14% of the teachers from both BPSs and WPSs were just satisfied and 25% and 27% of teachers from the BPSs and WPSs respectively were not satisfied with the training and development they receive. On a whole, majority of teachers constituting about 52% from both the BPSs and WPSs were “not satisfied” with the training and development they received from the GES, though 28% were satisfied with the training and development.

The data was further ranked and the results indicated that teachers in the Wa East District are not satisfied with the training and development they receive and it is affecting the way they teach the pupils as it was ranked first. Some teachers were however satisfied with the training they received over the past years and as such ranked ‘satisfied’ second.



**Table 4.11: Training, Development and Motivation of teachers**

Response	Category of School			
	Best Performing Schools		Worse Performing School	
	Motivated	Not Motivated	Motivated	Not Motivated
<b>Very Satisfied</b>	7% (4)	4% (2)	4% (2)	5% (3)
<b>Satisfied</b>	4% (2)	11% (6)	5% (3)	9% (5)
<b>Not Satisfied</b>	7% (4)	18% (10)	7% (4)	20% (11)

Source: Field Survey, 2016

In Table 4.2.2 above, teachers in the BPSs who were very satisfied with their training and Development are more motivated than the teachers in the WPSs who were very satisfied with their Training and Development.

The result showed that 7% of the teachers who are very satisfied with their training and development are more motivated whereas 4% of the very satisfied teachers were not motivated. On the other hand 4% of the teachers from the WPSs who were very satisfied were motivated and 5% were not motivated. This is an indication that though very satisfied, majority of the teachers from the WPSs were not motivated to do their job. Also from the BPSs, 4% of the teachers who were satisfied were motivated and majority of them constituting about 11% were not motivated. Also, 13% of the teachers who were just satisfied were more motivated





and 2% less motivated. Majority of the teachers constituting 14% who were not satisfied were however motivated and only 4% of them were less motivated.

It is important that employees are satisfied with the training and development they receive since it can motivate them to work. Literature indicates that most employers now demand for more skilled, trained and qualified workforce since their organization's output depends on the employees performances. With this requirement, managers have intensified the training and development of the skills and competencies of their employees. Grensing (2000) observed that in the midst of increasing level of development, the work setting has also become more competitive thereby increasing the demand for train and development of employees. Grensing (2000) further argued that employees are motivated to work when their skills and competencies are developed. Though training and development of workers are important factors in motivating a worker, the basic school teacher in the Wa East District is less motivated to work for the fact that they are not satisfied with training and development they received.

#### **4.2.6 Community setting/Working Environment of teachers**

In the educational sector, a lot of factors have been identified to motivate a teacher to put up more effort in the classroom. However, the work environment has been considered as the most influential factor that has the tendency of motivating or de-motivating the teacher. Adelabu (2003), observed that amenities or facilities in most public schools particularly in rural areas are often dilapidated and inadequate, hence affecting the ability of both teaching and learning. This makes the work environment a point of relevance to the study.



**Table 4.12: Community Setting/Working Environment of teachers**

Response	Category of School						
	Best Performing Schools		Worse Performing School		Total Frequency	Total Percent	Rank
	Freq.	Percent	Freq.	Percent			
<b>Very Satisfied</b>	8	14%	2	3%	10	17%	3 <sup>rd</sup>
<b>Satisfied</b>	14	25%	7	13%	21	38%	2 <sup>nd</sup>
<b>Not Satisfied</b>	6	11%	19	34%	25	45%	1 <sup>st</sup>
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>56</b>	<b>100%</b>	

Source: Field Survey, 2016

As indicated in table 4.12 above, 14% of teachers in the Best Performing Schools were very satisfied with the school or community setting from which they work from, 25% of the teachers reported that they were satisfied whereas 11% of them were not satisfied. On the other hand, only 3% of the teachers contacted from the selected Worse Performing Schools revealed that they were very satisfied with the school or community setting from which they work, 13% of them were satisfied and majority of them constituting 34% indicated that they were not satisfied with the school or community setting from which they work from. In essence, majority



of the teachers contacted from the WPSs representing 34% are not satisfied with the school or community setting from which they work from. However, 39% of the respondents from the BPSs attested to the fact that they are either very satisfied or satisfied with the school or community setting from which they work. The results from the analysis was further ranked and it revealed that majority of the teachers in the District were not satisfied with their working environment as ‘not satisfied’ was the most ranked. Though some were satisfied (2<sup>nd</sup> ranked) with their working environment, few of the teachers were very satisfied with their working environment, hence the least ranked.

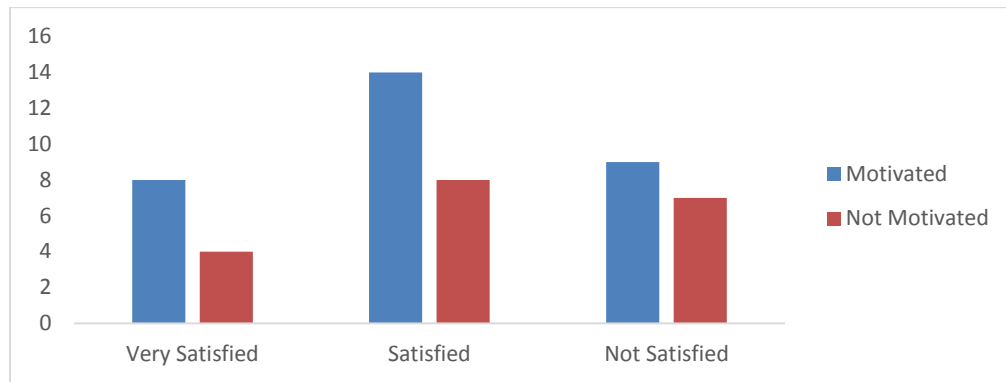
**Table 4.13: Community Setting/Working Environment of teachers**

Response	Category of School			
	Best Performing Schools		Worse Performing School	
	Not Motivated	Motivated	Not Motivated	Motivated
Very Satisfied	8%	4%	6%	2%
Satisfied	14%	8%	8%	7%
Not Satisfied	9%	7%	6%	21%

Source: Field Survey, 2016



**Figure 4.5: Working Environment and Motivation of teachers in Best Performing Schools**

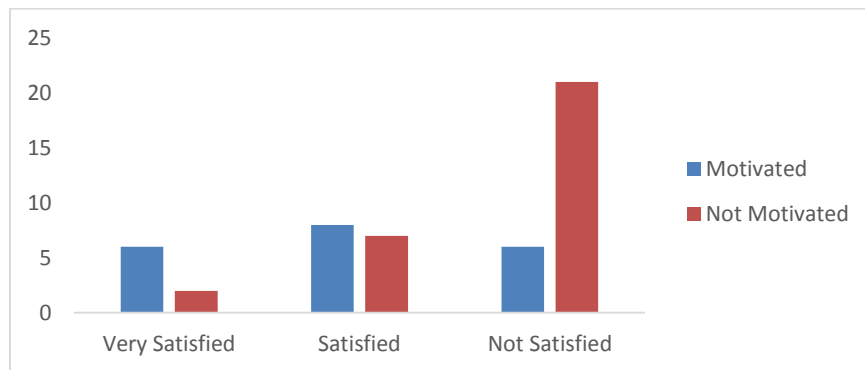


Source: Field Survey, 2016

From Fig. 4.5, it has been observed that majority of teachers in the BPSs who are very satisfied with their working environment are motivated to work though some of them are not motivated to work.

Majority of the satisfied teachers were also motivated than those who were not motivated. Similarly, though not satisfied, majority of the teachers were somehow motivated to work.

**Figure 4.6: Working Environment and Motivation of teachers in Worse Performing Schools**



Source: Field Survey, 2016



Also, from Fig. 4.6, it has been observed that majority of teachers in the WPSs who are not satisfied with their working environment were not motivated to work though some of them were motivated to work. Few of the teachers from the WPSs who were either satisfied or very satisfied were motivated to work in their environment.

Further analysis of the data In Table 4.13 above, showed that teachers in the BPSs who were very satisfied with their community/school settings are motivated to work there than the teachers in the WPSs who were very satisfied with their community/school settings. The result showed that cumulatively, 22% of the teachers who were either very satisfied or satisfied with their community/school setting are motivated to work whereas 12% who were either very satisfied or satisfied were not motivated to work in that environment.

Though not satisfied with the community/school setting, 9% of the teachers from the BPSs were motivated to work and 7% of them who were not satisfied were not also motivated. On the other hand 14% of the teachers from the WPSs who were either very satisfied or satisfied were motivated and 6% though not satisfied were motivated. 9% from the WPSs who were either very satisfied or satisfied were however not motivated and majority constituting 21% were not satisfied with their community/school setting were not motivated to work at all.

In essence, the conclusion that can be drawn from the above is that 43% of the respondents from both the BPSs and WPSs were not satisfied with their working environment and majority of them constituting 28% are not motivated to work. This agrees with literature (Sunday and Eunice, 2011; Ngiri, 2013) which



indicates that a lot of employees are demotivated to work if their working environment is not conducive. Hyun-Jun et al., (2007), observed that most of public schools particularly those in rural areas are run in dilapidated environment which do not encourage teaching and learning. The findings of this study affirm the findings of Hyun-Jun et al, (2007) as the results of the current study show that pupils in Wa East are taught in dilapidated environment. Most of the teachers in the district are not satisfied with the environment and as such, not motivated to come to school to honor their lessons. Eventually, this has affected the performance of pupils in the district.

#### **4.2.7 Promotion of Teachers**

It is widely recognized that promotion has the potential to increase the performance of an employee. Like any other employee, promotion motivates teachers to put in much effort towards improving the performance of pupils in educational institutions.

As result, 56 teachers from the seven selected Best Performing Schools (BPS) and seven Worse Performing Schools (WPS) from the seven selected circuits (Fungsi, Kundugu, Duccie, Baayiri, Loggu, Bulenga and Gorie Circuits) were also used to provide responses and the results are indicated in Table 4.13 below.



**Table 4.13: Promotion of Teachers**

Response	Category of School					Total Frequency
	Best Performing Schools		Worse Performing School		Total Frequency	
	Freq.	Percent	Freq.	Percent		
Very Satisfied	8	14%	9	16%	17	30%
Satisfied	7	11%	11	20%	18	31%
Not Satisfied	14	25%	8	14%	22	39%
<b>Total</b>	<b>28</b>	<b>50%</b>	<b>28</b>	<b>50%</b>	<b>56</b>	<b>100%</b>

Source: Field Survey, 2016

Table 4.13 shown above, indicates that 14% of the teachers contacted from the Best Performing Schools (BPSs) selected were very satisfied with the promotion they have received so far, 11% of them were satisfied and 25% were not satisfied with their promotion.

On the other hand, 16% and 20% of the teachers contacted from the Worse Performing Schools were very satisfied and satisfied with their promotion respectively whereas 14% of them were not satisfied. The above results further show that 30% of teachers (both in BPSs and WPSs) in the Wa East District are very satisfied with the promotion they have received, 31% of them were just satisfied. However, majority of them constituting 39% were not satisfied with the promotion they have received so far.



**Table 4.14: Promotion of Teachers**

Response	Category of School			
	Best Performing Schools		Worse Performing School	
	Motivated	Not Motivated	Motivated	Not Motivated
<b>Very Satisfied</b>	6%	8%	10%	6%
<b>Satisfied</b>	5%	6%	12%	8%
<b>Not Satisfied</b>	4%	21%	4%	10%

Source: Field Survey, 2016

Also in table 4.14 above, teachers in the WPSs who were either very satisfied or satisfied with their promotion are motivated to work there than the teachers in the BPSs who were very satisfied and satisfied with their promotion. The result showed that cumulatively, 22% of the teachers from the WPSs who were either very satisfied or satisfied with their promotion are motivated to work whereas 11% from BPSs who were either very satisfied or satisfied with their promotion were also motivated to work. Though not satisfied with their promotion, 4% of the teachers from the both the BPSs and WPSs were motivated to work. 21% of the teachers from the BPSs who were not satisfied with their promotion were not also motivated, 10% from the WPSs who were not satisfied with their promotion were not equally motivated. This clearly indicates that like any other employee, teachers in the Wa East District who are not satisfied with their promotion are not motivated to work as required of them.

These findings agree with what has been observed by Smith and Warner (1993), Ngiri, (2013) and Hyun-Jun et al., (2007). Research conducted by Smith & Warner (1993), suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. Workers who are able to move upward





in their position are usually happy and as such put in much efforts and commitment in their duties.

In many instances, promotion comes with increase in reward of the employee. The reward associated with promotions encourages employees to strive hard for higher positions. Once a worker is promoted, he/she is motivated to work hard for much higher promotion. Hyun-Jun et al., (2007) and Ngiri (2013) recognized that promotion of a teacher does influence the level of commitment in the teaching and learning process as observed in the Wa East District. The teacher in Wa East is not committed to work as majority of them have been working over years without promotion and this has affected teaching and learning in the district as revealed by some respondents.

#### **4.3 Reasons capable of retaining Teachers in the Wa East District**

It is important for every organization or institution to retain its workers. The fact is that those who work for long in an organization know much about it. Moreover, management relies on these individuals for the transfer of the organization culture to new employees. However, there are various factors that can retain a worker in an organization. In the educational sector, it has been observed that the poor remuneration of teachers is a major factor causing their leaving of the teaching profession (Sinclair, et al. 2005; Adedeji, 2007; Aire and Tella, 2003). Other factors that can help retain teachers include granting of study leave, Sponsorship/Scholarship to teachers, provision of accommodation to teachers, improved social amenities in rural areas, provision of teaching and learning materials. It is with respect to these factors that the study seeks to identify and



rank the factors that retain teachers in the Wa East District. Table 4.15 shows the response on the reasons capable of retaining teachers in the Wa East District.

**Table 4.15: Reasons capable of retaining Teachers in the Wa East District**

Factors	Strongly Agree	Agree	Strongly Disagree	Disagree
Study Leave, Sponsorship/Scholarship Programmes	65	52	6	10
Teachers' Housing	34	42	27	30
Improved Social Amenities in Rural areas	22	32	31	48
Best Teacher's Award	23	20	36	54
Enhanced Recognition, Respect and Status	30	46	23	34
Enhanced Salaries	65	55	5	8
Enhanced Welfare and Fringe Benefits	24	36	28	45
Availability of adequate Teaching and Learning Materials	68	52	4	9

Source: Field Survey, 2016

**Table 4.16: Ranking of factors capable of retaining Teachers in the Wa East District**

Factors	Total Number of Responses	Rank
Study Leave, Sponsorship/Scholarship Programmes	25	2 <sup>nd</sup>
Teachers' Housing	18	3 <sup>rd</sup>
Improved Social Amenities in Rural areas	16	4 <sup>th</sup>
Best Teacher's Award	6	8 <sup>th</sup>
Enhanced Recognition, Respect and Status	8	7 <sup>th</sup>
Enhanced Salaries	15	5 <sup>th</sup>
Enhanced Welfare and Fringe Benefits	10	6 <sup>th</sup>
Availability of adequate Teaching and Learning Materials	35	1 <sup>st</sup>
<b>Total</b>	<b>133</b>	

Source: Field Survey, 2016



As shown in Table 4.16, availability of adequate teaching and learning materials, enhanced salaries and granting of study leave, sponsorship/scholarship programmes are major factor capable of retaining teachers in the Wa East District. Ranking of the factors revealed that availability of adequate teaching and learning materials encourages teachers to stay in the District as it was ranked 1<sup>st</sup>. The second (2<sup>nd</sup>) and third (3<sup>rd</sup>) ranked factors were study leave, sponsorship/scholarship programmes and accommodation for the teachers which can help retain teachers in the District.

The least ranked (8<sup>th</sup>) was Best Teacher Award as most of the respondents did not think it is capable of retaining teachers in the District. This revelation supports what is has found by Aire and Tella, (2003) and Adedeji, (2007). The findings revealed that 68, 65 and 65 of the respondents strongly agreed that availability of adequate teaching and learning materials, enhanced salaries and granting of study leave, sponsorship/scholarship programmes can retain teachers in the district respectively. Also, 52, 55 and 52 of the respondents respectively agreed. However, 4, 5 and 6 disagree that availability of adequate teaching and learning materials, enhanced salaries and granting of study leave, sponsorship/scholarship programmes can retain teachers in the district respectively, whereas 9, 8 and 10 strongly disagree that availability of adequate teaching and learning materials, enhanced salaries and granting of study leave, sponsorship/scholarship programmes can retain teachers in the district respectively.



On a similar vein, 34, 30, 24, 23 and 22 of the respondents strongly agree that housing for teachers, enhanced recognition and respect, enhanced welfare and fringe benefits, best teachers' award and improved social amenities in rural areas have the potential to retain teachers in the Wa East District respectively. However, 30, 34, 45, 54 and 48 of the respondent strongly disagree that that housing for teachers, enhanced recognition and respect, enhanced welfare and fringe benefits, best teachers' award and improved social amenities in rural areas can retain teachers in the district. This clearly indicates that best teachers' award, improved social amenities in rural areas as well as enhanced welfare and fringe benefits are the least recognized factors that can actually help retain teachers in the district.

#### **4.3.1 Contribution of Parent-Teacher Association (PTA) and School Management Committee (SMC) in Teacher Motivation**

Educational psychologists are of the view that good performance in educational institutions can be realized if parents work in consultation with the teachers in order to understand their children better. Kafui, (2005), observed in his study that parental support has the potential influence pupils perform either well or poorly academically in schools. With this, the study therefore sought to find out the presence of PTA/SMC in schools and how parents/SMCs contribute to motivating teachers and the performance of their children.



**Table 4.17: Presence of P.T.A/SMC in Schools**

Response	Category of School					
	Best Performing Schools		Worse Performing School		Total Frequency	Total Percent
	Freq.	Percent	Freq.	Percent		
<b>Yes</b>	49	50%	49	50%	98	100%
<b>No</b>	0	0%	0	0	0	0%
<b>Total</b>	<b>49</b>	<b>50%</b>	<b>49</b>	<b>50%</b>	<b>98</b>	<b>100%</b>

Source: Field Survey, 2016

From table 4.17 shown above, all the 98 respondents contacted from both the selected Best Performing Schools and Worse Performing Schools attested to the fact that there Parent-Teacher Associations in the schools helps the schools to grow.

**Table 4.18: PTA/SMC Visit to School**

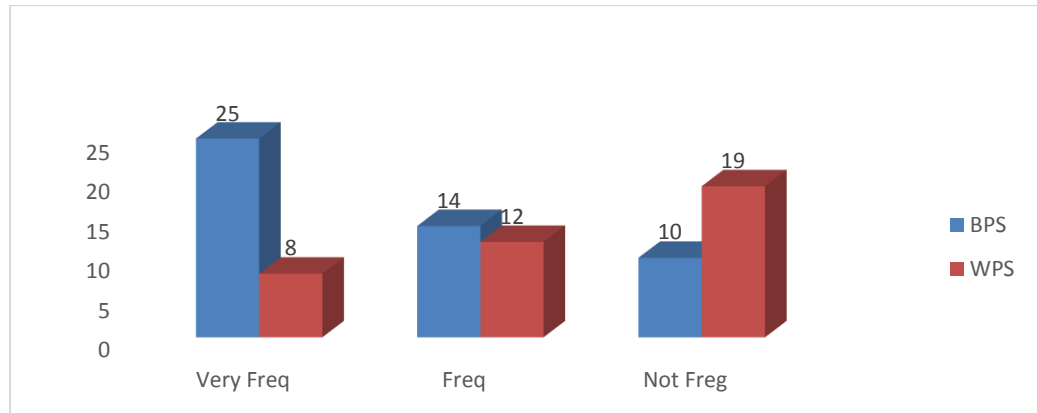
Frequency of visits	Category of School				Total Frequency	Total Percent
	Best Performing Schools		Worse Performing School			
	Freq.	Perc.	Freq.	Percent		
<b>Very Frequent</b>	25	26%	8	8%	33	34%
<b>Frequent</b>	14	14%	12	12%	26	26%
<b>Not Frequent</b>	10	10%	29	30%	39	40%
<b>Total</b>	<b>49</b>	<b>50%</b>	<b>49</b>	<b>50%</b>	<b>98</b>	<b>100%</b>

Source: Field Survey, 2016



Figure 4.7 shown below graphically represents the frequency at which parents and school management committee visits the schools.

**Figure 4.7: PTA/SMC Visit to School**



Source: Field Survey, 2016

As shown in table 4.18 and figure 4.7, parents and members of SMCs who are teachers from BPSs frequently visit the schools of their children more than parents and members of SMCs from the selected WPSs. The findings revealed that 26% of PTA/SMC members of BPSs visit the schools “very frequently” whereas only 8% from WPSs “very frequently” visit their schools.

Also, 14% and 12% from the selected BPSs and WPSs respectively, “frequently” visit the schools and 10% and 30% from the selected BPSs and WPSs do “not frequently” visit their schools respectively. On a whole, 40% from both BPSs and WPSs do “not frequently” visit the schools though 34% “very frequently” visit and 26% “frequently” visit the schools in the Wa East district. It is noted that the visit of parents to the schools of their wards motivates both the child and the teacher. The implication of the frequent visit of parents to schools has contributed the high performance of the best performing schools in the District. The frequent



visit to the schools made the teachers more committed to teaching the children. As indicated by a teacher respondent, the frequent visit of the parents encourages the teachers to pay more attention to the pupils.

The finding of the current study supported what has been observed by Kafui in his study.

Kafui, (2005), conducted a research into the causes of low academic performance of primary school pupils in the Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. The results from the study showed that parents of the pupils in high achieving schools were more involved in attending PTA meetings than parents of the pupils in the Shama sub-metro schools which are low achieving schools.

A teacher from a Worse Performing School indicated that;

*“The parents of students don’t like attending P.T.A meetings. They always complain that they are busy with their farm activities and are not ready to come and sit for hours in the name of attending P.T.A meeting”.*

A parent with a child in one of the Worse Performing Schools attested to this view. He stated that:

*“I don’t attend P.T.A meetings. I think those meetings are not important as they do not result in any positive changes in the performance of our children. I use to attend meetings, but the children continue to fail in the BECE. So I stop going for the meetings. I think the teachers don’t implement most of the decisions we take at the meetings”.*



On the other hand, attendance of the P.T.A was somehow higher in the Best Performing Schools in the district. A P.T.A chairman from one of the BPSs revealed that:

*“Any time we organize P.T.A meetings, the turnout is always high. The parents always come in their numbers and they contribute significantly to the discussions at the meeting. We are always happy to see the large numbers of parents attending our meetings. It encourages our teachers to come to school and teach the children. Because of that, I can say am a happy P.T.A chairman”*

The above response from the interviewees further revealed that parents with children in BPSs attend PTA meeting more frequently than parents who have with their children in WPSs.

**Table 4.19: Ways by which PTA/SMC motivates teachers**

Ways	Category of School				Total Frequency	Total Percent	Rank
	Best Performing Schools		Worse Performing Schools				
	Freq.	Percent	Freq.	Percent			
Ensures Staff Welfare	13	13%	12	12%	25	25%	2 <sup>nd</sup>
Expand Infrastructure for teachers	8	8%	8	8%	16	16%	3 <sup>rd</sup>
Foster Community-Teacher relationships	22	23%	20	21%	42	44%	1 <sup>st</sup>
None of the Above	6	6%	9	9%	15	15%	4 <sup>th</sup>
<b>Total</b>	<b>49</b>	<b>50%</b>	<b>49</b>	<b>50%</b>	<b>98</b>	<b>100%</b>	

Source: Field Survey, 2016





Table 4.19 ranks the various ways through which PTAs/SMCs motivates teachers in their schools in Wa East District. In both the BPSs and WPSs, fostering community-teachers relationship scored 44% and has been ranked as the most significant way through which PTA/SMC can use to motivate teachers in the Wa East District. The second most ranked is ensuring the welfare of teachers/staff in the district which recorded 25% and the least ranked is the expansion of infrastructure for teachers with a score of . However, some number of people constituting 15% indicated that none of the above mentioned ways can actually motivate the teacher in the Wa East District. The findings of the current study agree with what has been revealed by Muhammad (2008).

This is because the research conducted in Pakistan by Muhammad, (2008) revealed that motivation is one heart of teaching and learning process and parents play critical role in motivating both the child and the teacher. He further observed that motivation forms an internal part in arousing directly and maintaining the behavior of the teacher and the student for a certain period of time. A good relationship between parents and teachers thus increase the desire of the teacher to put out his/her best in the classroom. Teachers turn to be more committed to their work when they have strong relationship with parents and management of the school.



#### 4.4 Pupils' Performance in Basic Education Certificate Examinations in Wa East District

It is compulsory for a student in Ghana to pass not less than six subjects preferably Mathematics, English, Social Studies, Science, Religious and Moral Education before he/she can move to the Senior High School level. The last couple of years have been characterized with poor performance in these subjects and this has led to a significant drop in the BECE. Consequently, stakeholders including the West Africa Examination Council have continued to raise concerns over the poor performance in Basic Education Certificate Examination in the District and Ghana as whole. Table 4.20 shows the performance of pupils' from 2009 academic year to 2015.

**Table 4.20: Basic Education Certificate Examination**

YEAR	Number of Candidates that wrote the exams			Number of candidates who passed			Percentage passed			Performance in Regional Context
	B	G	Total	B	G	T	B	G	Tot	
2009/2010	266	157	423	191	71	262	71.8%	45.21%	59%	2 <sup>nd</sup>
2010/2011	301	207	508	177	80	357	58.8%	38.7%	49%	4 <sup>th</sup>
2011/2012	393	245	638	193	107	300	49.1%	43.7%	46%	4 <sup>th</sup>
2012/2013	354	198	552	158	46	204	44.6%	23.2%	34%	5 <sup>th</sup>



<b>2013/201</b>	40	27	<b>67</b>	24	46	<b>29</b>	60.6	16.9%	43%	<b>3<sup>rd</sup></b>
<b>4</b>	4	2	<b>6</b>	5		<b>1</b>	%			
<b>2014/201</b>	42	28	<b>70</b>	23	10	<b>33</b>	56.1	35.4%	48%	<b>3<sup>rd</sup></b>
<b>5</b>	1	2	<b>3</b>	7	0	<b>7</b>	%			

Source: Wa East District Education Office, 2014

**Note: B- Boys; G- Girls; T- Total**

The Table above shows the district performance in BECE is declining. Apart from 2011/2012 where the girls' performance increased from 38.7% in the previous year to 43.7%, they have always performed below their male counterparts. At the regional level, the Wa East District place second position (2<sup>nd</sup>) in the 2009/2010 academic year as 59% of the candidates who sat for the examinations passed. The District dropped from the 2<sup>nd</sup> to 4<sup>th</sup> position in 2010/2011 and 2011/2012 and to 5<sup>th</sup> position in the 2012/2013 academic year.

The performance of pupils in the district however increased to 43% and 48% in the 2013/2014 and 2014/2015 respectively. This improvement moved the district from position from its 5<sup>th</sup> to 3<sup>rd</sup> position in the 2014/2015 academic year.

A teacher who has been teaching in the District since 2008 revealed that:

*“The failure of students in the BECE from 2010 to 2013 is due to lack of teachers in the various schools. The few teachers that were available at that period were not also encouraged to teach. Most of them were having issues with their salaries, accommodation and teaching materials. There were no text books and syllabuses to follow. We are just doing what we could do to help the children go through the system. Otherwise we are not motivated in any way to teach these children”.*



He further indicated that:

*“The children also have a problem. They don’t like coming to school particularly when it is the rainy season and they will not learn at home too. The parents don’t care whether their children come to school or not. Most of them cannot read on their own, how will they pass? We are doing our best to help the children pass the exams”.*

A circuit supervisor stated that:

*“In our district, most of the teachers are not committed to their job. They keep complaining about a whole lot of things. Most of them don’t want to stay in the district. They prefer to stay in Wa whiles coming to teacher and go back. In fact, those who stay in the district are trying their best. They come to school every day to teach the pupils, but those who are away come to school either 2 or 3 days a week. All these issues affect the performance of students in the district”.*

#### **4.5 Factors Influencing Pupils’ Performance**

Like teacher motivation, pupils’ performance is influenced by various factors. As observed by educational psychologists, the provision of physical learning facilities, funds and other resources are essential in any institution for academic excellence to be attained. Lack of facilities makes teaching ineffective for the teacher and this demoralizes the teacher no matter how determined he/she may be in achieving certain goals. In this case the teacher is left to teach without essential facilities and where possible forced to improvise in order to make learning effective.



#### 4.5.1 Availability of Learning Materials to Students

These learning materials includes learning aids such as textbooks, chairs, tables, desks, devices such as modern educational hardware's and software's in the form of magnetic tapes. It is widely accepted that teaching and learning facilities are required for effective teaching-learning process to take place. The study considered the availability of learning material to pupils as a factor that influences their performance. The responses from a total of 42 respondents (28 students and 14 head teachers) from the selected schools across the circuits are shown in table 4.21 below

**Table 4.21: Availability of Learning Materials to Students**

Availability	Category of School				Total
	Best Schools	Performing	Worse School	Performing	
	Freq.	Percent	Freq.	Percent	
Available	9	21%	6	14%	35%
Not Available	12	29%	15	36%	65%
<b>Total</b>	<b>21</b>	<b>50%</b>	<b>21</b>	<b>50%</b>	<b>100%</b>

Source: Field Survey, 2016

As shown in Table 4.21 above, the availability of learning materials to pupils in the Wa East District is low. In the BPSs 21% of the respondents indicated that there is availability of learning materials to pupils whereas 14% from WPSs agreed to the availability of learning materials to pupils in their schools. On Aggregate, 35% from both the BPSs and WPSs accepted that learning materials are available to pupils to use.



A head teacher from one of the Best Performing Schools revealed that;

*“Our students perform well because they get materials to read even after school. We give them the text books available to take home and read. I am very sure if we were having more reading books and pamphlets, our students would have always performed more than this”.*

On the other hand, 29% and 36% of the respondents from BPSs and WPSs revealed that learning materials are not available to pupils respectively. This clearly indicates that 65% of the respondents contacted are of the view that learning materials are not available to pupils in the District.

A classroom teacher during an interview stated that;

*“We all know that providing reading books to students can help them pass, but I can tell you that my students have no text or reading books to study. Most of them rely on the notes I give them. Most of them also told me that their parents cannot afford to buy them reading books and I can confidently tell you this has been the major cause of failure in this our district. As a teacher, I do my best to teach the children, but they have nothing to learn from again if not only the notes I give and as you know, this notes alone cannot help them to pass”.*

The expressions of these respondents go to affirm what has been established in literature. Abrahams (2003) observed that the quality of education that children get and their ability to perform well bears direct significance to the availability or the lack of physical facilities and overall atmosphere where the leaning takes place. In support of this argument, Holmes and Shannon (2012), theorized that



there is relationship between learning materials, and the academic achievement of students. Holmes and Shannon (2012) work conducted in Texas revealed that participating schools selected as having new facilities including learning materials were performing better than those with old and poor facilities and inadequate learning materials. Like in many other rural areas, schools in the Wa East District are poorly resourced with learning materials and this is affecting the performance of pupils in the Districts.

**Table 4.22: Factors Influencing Pupils performance in Wa East District**

Factors	Strongly Agree	Agree	Disagree	Strongly Disagree
Family Structure (extended or nuclear family)	32	38	33	30
Parents Educational Achievement	53	56	14	10
Teachers In-Put	69	39	15	10
School Environment	46	60	12	15
Socio-economic background of parents	62	48	10	13
Intellectual Aptitude of Pupil	46	64	7	16
Personality of Student	29	33	36	38
Gender of the Pupil	24	36	43	30

Source: Field Survey, 2016

**Table 4.23: Ranking of factors Influencing Pupils Performance in Wa East District**

Factors	Total Number of Responses	Rank
Family Structure (extended or nuclear family)	10	6 <sup>th</sup>
Parents Educational Achievement	22	3 <sup>rd</sup>
Teachers In-Put	30	1 <sup>st</sup>
School Environment	14	5 <sup>th</sup>
Socio-economic background of parents	28	2 <sup>nd</sup>
Intellectual Aptitude of Pupil	15	4 <sup>th</sup>
Personality of Student	8	7 <sup>th</sup>



Gender of the Pupil	6	8 <sup>th</sup>
<b>Total</b>	<b>133</b>	

From Table 4.23, teachers' in-put, socio-economic background of parents and the educational achievement of parents are identified as major factors influencing the performance of pupils in the Wa East District. This is evident as 69, 62 and 53 of the 133 respondents contacted strongly agreed that teachers' in-put, socio-economic background of parents and the educational achievement of parents influence the performance of pupils respectively. Also, 39, 48 and 56 of them agreed that teachers' in-put, socio-economic background of parents and the educational achievement of parents influence pupils' performance respectively. However, 10, 13 and 10 strongly disagreed that teachers' in-put, socio-economic background of parents and the educational achievement of parents influence pupils' performance respectively. This revelation is supported by the ranking of the factors. As shown in table 4.5.3, respondents ranked teachers' in-put as the most influential factor in students' performance.

This was followed by the socio-economic background of parents of the students as it was ranked 2<sup>nd</sup> whereas the educational achievement was ranked 3<sup>rd</sup> as the factor influencing students' performance in the District. The least ranked factor influencing students' performance in the Wa East District was the gender of the student.

With respect to teachers' in-put a passed student is noted to have stated that:

*“I used to understand what I read at home better when our teachers come to explain to us in the class. I read but sometimes I don't understand what is read.”*





*Our teachers helped me to understand most of the things and it helped me in the BECE”*

Also, a head teacher argued that:

*“In my school, those who perform well in the examination are from families where the parents are educated. Most of them, their parents are either teachers or health workers in the district. Some students from well-to-do families are also doing well in school. They also excel in the final examination”*

Also, intellectual aptitude of pupils’ and the school environment have been noted to influence the performance of pupils in the Wa East District. With this, 64 and 60 respondents respectively agreed that the intellectual aptitude of pupil and the school environment influence the performance of pupils in the Wa East District. This goes to support the argument of Sunday and Eunice, (2011) as well as Ngiri, (2013). These intellectuals opined that like employees, students are not able learn effectively in any unconducive environment. These respondents attributed the poor performance of pupils in the Worse Performing Schools in the district to the environment in which most of these students learn from.

It is evidence from the findings above analysis that teachers in the Wa East District are not motivated to carry out their duty diligently. The above evidence further shows that various factors can contribute towards motivating the teacher in the Wa East District.

Amongst these factors are the availability of teaching materials, qualification of the teacher, years of experience, salaries, training and development as well as promotion and well-fare issues of the teacher. Even though studies have shown in



many instances, that teachers earn as much, if not more than civil servants (Obameata, 1995), this does not mean that teachers' compensation is adequate to them as it is not corresponding with the complexity of their duty. Also, the provision of teaching and learning materials in both the BPSs and WPSs is no better. The learning environment is not encouraging and in some cases, teaching is still been carried out inside dilapidated buildings. It is important to indicate that a good number of the learning materials are not provided in schools particularly the WPSs. In most schools in the District, pupils are required to bring reading books from home and in some instances pupils are asked to contribute to buy pieces of chalk for use in the class. The PTA/SMC also does little to encourage the teacher to put in his/her best. The combined effects of all these is that the teachers are dissatisfied, unmotivated and not encouraged and this has affected their performance.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

Chapter five is the final chapter of the study and as such provides the summary of key findings of the study. The chapter also presents the conclusions of the study from which it made recommendations capable of improving the standard of education in the Wa East District and the entire Region. The study made its conclusions based on its key findings in relation to available literature. Also, the recommendations are made based on the revelations of the study and it is hoped that the recommendations will be relevant to policy makers and future researchers.

#### 5.1 Summary of Key Findings

Different scholars consider different elements or indicators in their studies. This study considered the demographic characteristics of respondents with the view of understanding the different opinions expressed by different people. It considered the view of Circuit Supervisors, Headmasters, Classroom Teachers, Parents and Educationists in the Wa East District. From these individuals, the study presented data on the sex, age, educational background and capacity of respondents. Data obtained on these characteristics assisted in understanding motivational issues of teachers and factors influencing pupils' performance at the basic level.

Based on the demographic characteristics, the study revealed that the Wa East District has more male teachers than female teachers across the schools. The



educational background of the respondents greatly influenced their commitment to the teaching job in the District.

Majority of the respondents constituting circuit supervisors, teachers and parents had obtained diploma or undergraduate qualification at the college or university though some of them (respondents) were pupils and parents with no formal education. It is interesting to note that those who have higher qualifications (Diploma/Degree/Master's) were much concerned about motivational issues than those with lower qualification (WASSE graduates, no formal education and pupils) or no formal education.

### **5.1.1 Teacher Motivational Factors**

Educational psychologists and scholars (Obameta, 1995; Akinbote, Oduolowu & Lawal 2001; Sunday and Eunice, 2011) observed that motivation plays a central role in the accomplishment of any human task or endeavor in many organization and institutions; the teaching-learning process is no exemption.

#### **a. Years of working Experience**

Evidence from the study shows that 25% of teachers from both the Best Performing Schools and Worse Performing Schools have less than a year of teaching experience, 46% have between 1 to 5 years of teaching experience and 25% have 6 to 10 years of teaching experience. An insignificant percent of four (4%) have teaching experience above 10 years.

The results further showed that the Best Performing Schools with 39% have more experience (1 to 10 years) teachers than the Worse Performing Schools as they had 36% of teachers with (1 to 10 years) working experience in the District.





Further analysis of the responses revealed that teachers with more working experience in Best Performing Schools are much motivated to do what is expected of them than those with less working experience mostly found in the Worse Performing Schools in the district as they are less motivated. This revelation supports the argument of Sargent and Hannun (2005) and Ingersoll (2001) as they observed that young teachers have been found to be less motivated in the job than other professions who have been in it for considerable number of years. In most cases, younger teachers have higher desire for achievement as compared to older teachers; hence always compare themselves to their colleagues in other professions whose conditions of service are considered to be better than theirs.

#### **b. Qualifications of Teachers**

Teachers in the Wa East District have obtained various qualifications, thus Cert. ‘A’ post -secondary, Diploma, Degree/Postgraduate and SSCE/WASSCE. Analysis of the data showed that 37% of teachers in the Best Performing Schools are trained and only 13% of them are not trained teachers, but do teach in the selected schools. In the Worse Performing Schools, 30% of the teachers were trained whereas a significant percentage of twenty (20%) were untrained and usually considered as pupils’ teachers. The results further show that the Wa East District has a substantial number of its teachers being untrained. That is about 33% of the teachers being contacted and as revealed by the respondents; this has affected teaching and learning in the district.

The results also showed that qualified teachers (Trained Teachers with Cert ‘A’ post-secondary or Diploma) in the Best Performing Schools are motivated to teach than their counterparts in the Worse Performing Schools. This revelation agrees with the various argument expressed in literature. Ngiri (2013) in his study, observed that majority of teachers with a high qualification and teaching experience in schools is highly motivated. He further argued that higher qualifications and teaching experience are major factors making pupils to perform well at the Kenya Certificate of Primary Education (KCPE).

**c. Availability of adequate Teaching Materials to Teachers**

The findings of the study revealed that there is inadequate of teaching materials to teachers in the District. The findings further revealed that the BPSs have more teaching materials than the WPSs. This is evident as the results showed that 66% of the teachers from both the BPSs and WPSs attested that teaching materials are not available to the schools in the district and as a result often demotivate them to teach the pupils. The teachers are mostly forced to buy or look for their own teaching materials. The remaining 34% of the teachers mostly from the BPSs however agreed that teaching materials are available to them though some subjects lack the required text books for teaching. This revelation confirms the findings of a study conducted by Kafui (2005). Kafui (2005) observed that high-achieving schools have more teaching-learning materials than the Shama sub-metro schools since the high-achieving schools have more textbooks to use than the Shama sub-metro schools. With this evidence, it is safe to conclude that the



lack of suitable teaching materials and accommodation reduce the effectiveness of teaching in many schools including those in the Wa East District.

#### **d. Salary/Monetary Rewards for teachers**

As recognized in the public sector, pay relativities are very crucial to the performance of the employees. In many instances, teachers are quick to argue that their salaries or rewards are lower as compared to certain equivalent occupations in the same public sector.

With regard to their salaries, few teachers in the Wa East District are satisfied with their salaries. Evidence showed that majority of the teachers (44%) contacted from both the BPSs and WPSs are not satisfied with their salary though most of them are from the WPSs. Also, 36% of the teachers from both the BPSs and WPSs attested to the fact that they are just satisfied with their salary and the remaining 20% of them are very satisfied with their salary.

Also, teachers in the WPSs who were very satisfied with their salary/reward are more motivated than the teachers in the BPSs who were very satisfied with their salary. The results revealed that 24% of the teachers from both the BPSs and WPSs who are very satisfied with their salary are more motivated to teach whereas 7% of them are less motivated to teach. Though not satisfied with their salary, 21% of the teachers are motivated to teach and only 8% of them are less motivated to teach in the district. As noted by scholars like Banjoko, (1996), Akintoye (2000), the role money plays in motivating workers cannot be underestimated. It might not be enough for all of them, but those teachers in the



Wa East District who are satisfied with their salary are more motivated to teach than those who are not satisfied with their salary.

**e. Training and Development of teachers**

Educationists are of the opinion that the subject of low performance of teachers can be curtailed if overseers of schools integrate the notion of offering staff training and other personal development incentives to teachers with the view to motivating them.

This notion essentially influences the study to ascertain the role of training and development in motivating the teacher in Basic Schools in the Wa East District.

Evidence from the study indicated that teachers in the Wa East District are not satisfied with the training and development they receive and it is affecting the way they teach the pupils. Results from the study showed that majority of teachers constituting about 52% from both the BPSs and WPSs were “not satisfied” with the Training and Development they received from the GES whereas 28% were satisfied with the training and development.

The result also indicated that teachers in the BPSs who were very satisfied with their Training and Development are more motivated than the teachers in the WPSs who were very satisfied with their Training and Development. The findings showed that 7% of the teachers who are very satisfied with their training and development are more motivated whereas 4% of the very satisfied teachers were not motivated. On the other hand, 4% of the teachers from the WPSs who were very satisfied were motivated and 5% of them were not motivated to do their job. Though training and development of workers are important factors in motivating





a worker, the basic school teacher in the Wa East District is less motivated to work for the fact that they are not satisfied with training and development they received.

**f. Community setting/Working Environment of teachers**

The work environment is an influential factor that has the potential to motivate or de-motivate the teacher. The findings of the study revealed that majority of the respondents representing 34% contacted from the WPSs are not satisfied with the school or community setting in which they work from whereas only 16% are either very satisfied or satisfied with their school settings.

However, out of the 50% of respondents allotted to the BPSs, 39% of the respondents from the BPSs attested to the fact that they are either very satisfied or satisfied with the school or community setting in which they work from, though 11% of them are not satisfied with their school or community setting.

Also, teachers in the BPSs who were very satisfied with their community/school settings are motivated to work there than the teachers in the WPSs who were very satisfied with their community/school settings. The result showed that 22% of the teachers who were either very satisfied or satisfied with their community/school setting are motivated to work whereas 12% who were either very satisfied or satisfied were not motivated to work in that environment. Adelabu (2003), observed that amenities or facilities in most public schools particularly in rural areas are often dilapidated and inadequate, hence affecting the ability of both teaching and learning.



In conclusion, 43% of the respondents from both the BPSs and WPSs were not satisfied with their working environment and majority of them constituting 28% are not motivated to work. The findings of this study affirm the findings of Hyun-Jun et al, (2007) as the results of the current study show that pupils in Wa East are taught in dilapidated environment. Most of the teachers in the district are not satisfied with the environment and as such, not motivated to come to school to honor their lessons. Eventually, this has affected the performance of pupils in the District.

**g. Promotion of Teachers**

It is widely recognized that promotion motivates teachers to put in much effort towards improving the performance of pupils in educational institutions.

The findings of the study showed that 30% of teachers (both in BPSs and WPSs) in the Wa East District are very satisfied with the promotion they have received, 31% of them were just satisfied. However, majority of the respondents constituting 39% were not satisfied with the promotion they have received so far.

Furthermore, teachers in the WPSs who were either very satisfied or satisfied with their promotion are motivated to work in the District than the teachers in the BPSs who were very satisfied and satisfied with their promotion. The findings revealed that 22% of the teachers from the WPSs who were either very satisfied or satisfied with their promotion are motivated to work whereas 11% from BPSs who were either very satisfied or satisfied with their promotion were also motivated to work. Also, 21% of the teachers from the BPSs who were not satisfied with their promotion were not also motivated and 10% from the WPSs who were not



satisfied with their promotion were not equally motivated. Like any other employee, teachers in the Wa East District who are not satisfied with their promotion are not motivated to work as required of them as observed by Smith and Warner (1993), Ngiri, (2013) and Hyun-Jun et al., (2007).

### **5.1.2 Retention of Teachers in the Wa East District**

It is important for every organization or institution to retain its workers. The fact is that those who work for long in an organization know much about it and management turns to rely on them for the transfer of the organizational culture to new and young employees. Across the world, it has been observed that the poor remuneration of teachers is a major factor causing their leaving of the teaching profession.

Many scholars (Sinclair, et al. 2005; Adedeji, 2007; Aire and Tella, 2003) posited that factors that can help retain teachers include higher salaries, granting of study leave, Sponsorship to teachers, provision of accommodation to teachers, improved social amenities in rural areas, provision of teaching and learning materials.

In the Wa East District, availability of adequate teaching and learning materials, enhanced salaries and granting of study leave, sponsorship programmes are major factors capable of retaining teachers in the District as majority of the respondents strongly agree that the above mentioned factors can help retain the teachers in the teachers. Also, the respondents agree that housing for teachers, enhanced recognition and respect, enhanced welfare and fringe benefits, best teachers' award and improved social amenities in rural areas have the potential to as well retain teachers in the District.



### **5.1.3 Contribution of Parent-Teacher Association and School Management Committee in Teacher Motivation**

As indicated by scholars such as (Kafui, 2005), good performance in educational institutions can be realized if parents work in consultation with the teachers in order to understand their children better. In fact, parental support has the potential influence both teachers and pupils to perform either well or poorly academically in schools.

The findings of the study showed that all the respondents contacted from both the selected Best Performing Schools and Worse Performing Schools attested to the fact that there are Parent-Teacher Associations in the schools and they are helping the schools to grow.

The results further showed that parents and members of SMCs from the BPSs frequently visit the schools of their children more than parents and members of SMCs from the selected WPSs. Evidence showed that 40% of the respondents from both BPSs and WPSs do “not frequently” visit the schools though 34% “very frequently” visit and 26% “frequently” visit the schools in the Wa East district. This was supported with views expressed by teachers and parents during interviews.

In both the BPSs and WPSs, fostering community-teachers relationship scored 44% and has been ranked as the most significant way through which PTA/SMC can use to motivate teachers in the Wa East District. The second most ranked is ensuring the welfare of teachers/staff in the district which recorded 25% and the



least ranked is the expansion of infrastructure for teachers with a score of 16%. The findings of the current study agree with what has been revealed by Muhammad (2008).

#### **5.1.4 Pupils' Performance in Basic Education Certificate Examinations in Wa East District**

Data gathered from the field revealed that the performance of the Wa East District in BECE is declining. Apart from 2011/2012 where the girls' performance increased from 38.7% in the previous year to 43.7%, they have always performed below their male counterparts. At the regional level, the Wa East District placed second position (2nd) in the 2009/2010 academic year as 59% of the candidates who sat for the examinations passed. The District dropped from the 2nd to 4th position in 2010/2011 and 2011/2012 and to 5th position in the 2012/2013 academic year.

The performance of pupils in the District however increased to 43% and 48% in the 2013/2014 and 2014/2015 respectively. This improvement moved the district from its 5th position to 3rd position in the 2014/2015 academic year.

#### **5.1.5 Factors Influencing Pupils' Performance**

Like teacher motivation, pupils' performance is influenced by various factors. As observed by educational psychologists, the provision of physical learning facilities, funds and other resources are essential elements to the attainment of academic excellence in any educational institution.

The study considered the availability of learning material to pupils as a factor that influences their performance.





The responses from the field revealed that the availability of learning materials to pupils in the Wa East District is inadequate. Like in many other rural areas, schools in the Wa East District are poorly resourced with learning materials and this is affecting the performance of pupils in the Districts. The findings showed that 65% of the respondents revealed that learning materials are not available to pupils in the District whereas 35% of them indicated that learning materials are available to pupils. However, the BPSs have more learning materials than the WPSs as the results showed that 21% of the respondents from the BPSs indicated that there is availability of learning materials to pupils whereas only 14% from WPSs agreed to the availability of learning materials to pupils in their schools.

During interview, both teachers and pupils recognized the critical role the availability of learning materials play in ensuring good academic performance in the final examinations. Majority of the teachers interviewed revealed that providing reading books to students helped them to pass their examinations. Most of the teachers interviewed also attributed the poor performances of pupils in the WPSs to the lack of learning materials in the schools. The views expressed by these respondents go to affirm what has been established in literature.

In the Wa East District, factors such as teachers' in-put, financial background of parent, the educational level of parents, the intellectual aptitude of pupil as well as the school environment influences the performance of pupils in the Basic Education Certificate Examination. Majority of the respondents either strongly agreed or agreed that the above mentioned factors influenced the performance of

pupils in the selected schools. Teachers' assistance helped pupils to understand better what has been learnt at home as revealed by the pupils. Parents with formal education also help their children to study. Some pupils are naturally good and need little assistance to improve their performance. Pupils with this intellectual aptitude often top their colleagues in the final examinations. Lastly, majority of the respondents attributed the poor performance of pupils in the Worse Performing Schools in the district to the environment in which these pupils learn from as the environment is not conducive for teaching and learning.

## **5.2 Conclusions**

From the findings of the study, teachers in the Wa East District are not motivated to carry out their duty diligently, though evidence showed that various factors can contribute towards motivating the teacher. Amongst these factors are the availability of teaching materials, qualification of the teacher, years of experience, salaries, training and development as well as promotion and well-fare issues of the teacher. Although studies have shown in many instances, that teachers earn as much, if not more than civil servants (Obameta, 1995), it does not mean that teachers' compensation is adequate to them as it is not corresponding with the complexity of their duty.

Again, the provision of teaching and learning materials in both the BPSs and WPSs is no better. The learning environment is not encouraging and in some cases, teaching is still been carried out inside dilapidated buildings that have been built for so long. It is important to indicate that a good number of the learning materials are not provided in schools particularly the WPSs. In most schools in



the district, pupils are required to bring reading books from home and in some instances pupils are asked to contribute to buy pieces of chalk for use in the class. The PTA/SMC also does little to encourage the teacher to put in his/her best. The combined effects of all these is that a lot of the teachers in the district are dissatisfied, unmotivated and unencouraged and this has affected their input.

The performance of pupils in the Wa East District has seen some decline over past years and this has been attributed to various factors. Notably amongst them are inadequate learning materials, the school environment, and the intellectual ability of pupils, their family structures, socio-economic and educational background of their parents as well as the input and commitment level of the teachers. Majority of the respondents attributed the poor performance of pupils in the Worse Performing Schools in the district to the school environment in which most of these students learn from.

### **5.3 Recommendations**

The study makes recommendations based on the experiences acquired from the field and as a result, the study recommends the following to educational psychologists, Parent-Teacher-Association/School Management Committees, policy makers and other potential researchers who might have interest in educational matters such as teacher motivation and students' performances.

1. With regard to motivating the teacher for higher output, the study recommends that the government introduce certain allowances such as rural community allowance, Accommodation and Relocation allowance to teachers who accept posting to rural areas like the Wa East District. This





will help increase and retain a number of teachers in rural districts. As teachers receive these allowances, they will be motivated to effectively teach students and this will consequently improve the performance of students in public schools.

2. It has been revealed that most young trained teachers are not committed to the teaching profession and most of them easily abandon the profession as soon as they are posted to rural communities such as those in the Wa East District. Based on this revelation, the study recommends that policy makers (Education Ministry) reinstitute the bond system that will prevent young trainees from leaving the teaching profession after undergoing training. The Ghana Education Service should also develop an appraisal system that will link teachers output to the performance of students and the teacher will be rewarded or promoted based on the performance of the students. Such a system will make teachers more committed to the teaching profession and this can potentially improve the performance of students.
3. The Monitoring and Evaluation unit of the Ghana Education Service at the district level should also re-enforce its monitoring activities. The team should also enforce the disciplinary measures against any headmaster who fail to comply with educational standards. The District Education Office should intensify the training of teachers by organising in-service training to them so that they can be able to implement educational policies



adequately so as to prevent any conflict between teachers and community members at the district level.

4. Furthermore, the study recommends that the district education office and PTAs should collaborate with the District Assembly towards providing teaching and learning materials to schools particularly the least performing schools in the District. This will help uplift teaching and learning in the public schools in the District.
5. The study further recommends that the government through the District Assembly sets up an awarding scheme for pupils who sit for the Basic Education Certificate Examination. This will propel competition among students in the Junior High Schools in the District.
6. Lastly, the study recommends that future researchers should consider other factors influencing the performance of students rather than teacher motivational factors. This will help identify more factors causing the poor performance of pupils in the BECE of recent times.



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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS/CIRCUIT SUPERVISORS

UNIVERSITY FOR DEVELOPMENT STUDIES  
FACULTY OF INTEGRATED DEVELOPMENT STUDIES

INTRODUCTION

Thank you for accepting to participate in this study. My name is Agalisi Adams a student of University for Development Studies, pursuing a Masters (MPhil) Degree in Social Administration. I am conducting an academic research entitled: **“Assessing teacher motivation and pupil’s performance in the basic education certificate examination in public schools: The case of Wa East District”**. I would be very grateful if you could respond to the following questions. In fact, the validity of the study depends on your response and cooperation as they are highly important to the collection of data. I would like to assure you that your response will be strictly confidential, anonymous, and purely for this academic purposes and nothing else. I would like to thank you once again for your cooperation.

**SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS**

**(Instruction:** *Please tick the right option or fill the right answer in the spaces provided)*

**1. Sex**

Male [  ]

Female [  ]

**2. Age**

18-25 [  ]

26-35 [  ]

36-45 [  ]

46-55 [  ]

Above 55 [  ]

]

**3. Level of education**

O’ Level

[  ]

Secondary school graduate

[  ]

College/Undergraduate

[  ]



Masters/PhD [ ]

**SECTION B: TEACHER MOTIVATIONAL FACTORS AND PUPILS' PERFORMANCE**

**(Instruction: Tick the right option or fill the right answer in the spaces provided)**

1. How long have you been in the teaching field?

1-5years [ ]                      6-10years [ ]                      Above 10years [ ]

2. For how long have you been teaching in the Wa East District?

1-5years [ ]                      6-10years [ ]                      Above 10years [ ]

3. How does your number of years been in the field affect your teaching abilities?

.....  
.....  
.....  
.....

4. What is your qualification as a teacher?

WASSCE/SSSCE [ ]    Cert. 'A' [ ]    Diploma [ ]    Degree [ ]  
Postgraduate [ ]

5. Does your qualification influence your ability to teach? Please explain

.....  
.....  
.....  
.....

6. What motivated you to join the teaching profession?

.....  
.....  
.....  
.....

7. Are you still proud to be a teacher?

Yes [ ]                                      No [ ]

If yes, can you please explain what makes you proud about the teaching profession?







12. How does training and promotion influence teaching and learning in the district?

.....  
.....  
.....  
.....

13. How satisfied are you with your basic salary

Very satisfied [ ] Satisfied [ ] Not Satisfied [ ]

14. Does your basic salary influence your commitment to the teaching profession?

Yes [ ] No [ ]

15. Can you please explain how your basic salary does influence your commitment?

.....  
.....  
.....  
.....

16. Does your school have effective Parent Teacher Association (PTA) and School Management Committee (SMC)?

Yes [ ] NO [ ]

17. How frequent do parents or community people visit to interact with you as a teacher in the school?

Very frequently [ ] frequently [ ] Not  
Frequently [ ]

18. What motivation do parents and the community offer you to encourage teaching in this rural area?

- Ensures Staff welfare [ ]
- Infrastructure expansion [ ]
- Fostering community-teacher relations, [ ]
- All the above [ ]

19. How significant and motivating is the support to improve teaching and learning in the schools?





24. Which of following factors do you think can provide motivation for teachers in the Wa East District?

Factors	Yes	No
Rural hardship allowance		
Transport and travelling allowance		
Transport grant		
Transfer grant		
Allowance after workshop training		
Leave (casual, sick, examination and study leave)		

25. As a teacher in the district, do you think pupils in the Wa East District are normally prepared well to sit for the Basic Education Certificate Examinations?

Yes [  ]

No [  ]

26. How do you consider your role as a teacher in preparing the students for the Examination? Can you please explain indicating the extent to which teacher motivation influences pupils' performance in the BECE?

.....

.....

.....

.....

.....

27. Can you please mention some of the factors that you think influences pupils' performance in the Wa East District?

.....

.....

.....

28. What recommendation(s) do have for policy makers?.....

**!!!Thank!!!**



**Appendix 2: QUESTIONNAIRE FOR P.T.A/S.M.C/STUDENTS**

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**FACULTY OF INTEGRATED DEVELOPMENT STUDIES**

**INTRODUCTION**

Thank you for accepting to participate in this study. My name is Agalisi Adams a student of University for Development Studies, pursuing a Masters (MPhil) Degree in Social Administration. I am conducting an academic research entitled: **“Assessing teacher motivation and pupil’s performance in the basic education certificate examination in public schools: The case Wa East District”**. I would be very grateful if you could respond to the following questions. In fact, the validity of the study depends on your response and cooperation as they are highly important to the collection of data. I would to assure that your response will be strictly confidential, anonymous, and purely for this academic purposes but nothing else. I would like to thank you for your cooperation.

**SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS**

**(Instruction: Please tick the right option or fill the right answer in the spaces provided)**

**4. Sex**

Male [ ]      Female [ ]

**5. Age**

18-25 [ ]    26-35 [ ]      36-45 [ ]      46-55 [ ]      Above 55 [ ]

**6. Level of education**

O’ Level [ ]

Secondary school graduate [ ]

College/Undergraduate [ ]

Masters/PhD [ ]

**7. In what capacity are you responding to the questions?**

Parent/Guardian [ ]

Student [ ]





.....  
.....

5. In your opinion, do you think the Parent Teacher Association (PTA) and School Management Committee (SMC) play an important role in preparing the students for the BECE?

Yes [ ] No [ ]

If yes, can you please explain the role they play in ensuring that pupils' perform well in the BECE?

.....  
.....  
.....

6. How significant is the motivation and support given to teachers towards improving teaching and learning in the schools?

Very significant [ ] significant [ ] Not significant [ ]

7. As a parent or pupil, do you think pupils in the Wa East District are normally prepared well to sit for the Basic Education Certificate Examinations?

Yes [ ] No [ ]

8. How do you consider the role of teachers in preparing the students for the BECE?

Can you please explain indicating the extent to which teacher-motivation influences pupils' performance in the BECE?

.....  
.....  
.....  
.....

9. The following factors have been identified as factors influencing the performance of students at the basic level. To what extent do you agree with these factors? Please indicate by ticking the appropriate box using the scale provided



1=Strongly Agree, 2= Agree, 3 Disagree and 4 strongly Disagree

Factors	1	2	3	4
Family Structure/Household educational achievement				
Type of school (Public or Private)				
School Environment				
socio-economic background				
intellectual aptitude of student,				
personality of student				
Gender of the student				

10. Can you please mention some other factors that you think influences pupils' performance in the Wa East District?

.....

.....

.....

.....

.....

.....

11. What do you think can be done towards improving pupils' performance in the Wa East District?

.....

.....

.....

.....

.....

12. What recommendation(s) do have for policy makers?

.....

.....

.....

.....

